

National Research Update on Practices that Support Dual Language Learners from Leading Research Experts

March 19, 2020
Presenters:

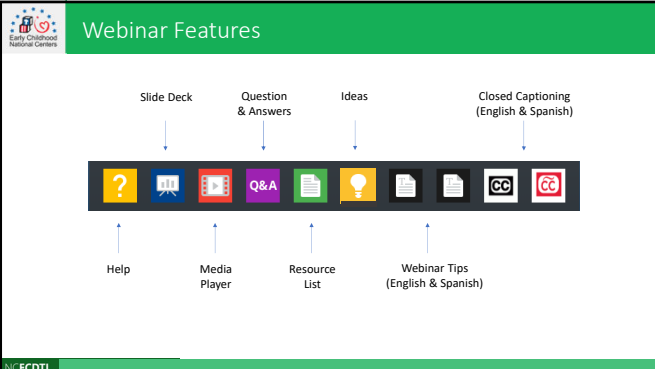
Amelia Bachleda, NCECDTL
Deborah Mazzeo, NCECDTL
Dr. Lisa Lopez, University of South Florida
Dr. Sarah Garrity, San Diego State University

NATIONAL CENTER ON Early Childhood Development, Teaching and Learning

NCECDTL

1

Webinar Features



Slide Deck Question & Answers Ideas Closed Captioning (English & Spanish)

Help Media Player Resource List Webinar Tips (English & Spanish)

NCECDTL

2

1

Session Objectives

At the end of this presentation, you should be able to:

- Identify how the latest research on supporting children who are dual language learners (DLLs) can be translated to practice
- Connect strategies to support dual language learners to the Planned Language Approach (PLA) and the Dual Language Learners Program Assessment (DLLPA)
- Explore resources based on the latest research to support best practice

NCECDTL

3

National Research Updated

Dual Language Learner (DLL)

NCECDL

Dual language learner (DLL) means a child who is acquiring two or more languages at the same time, or a child who is learning a second language while continuing to develop their first language. The term "dual language learner" may encompass or overlap substantially with other terms frequently used, such as bilingual, English language learner (ELL), Limited English Proficient (LEP), English learner, and children who speak a Language Other Than English.

4

Head Start Program Performance Standards

NCECDL

1302.31 Teaching and the learning environment.

(a) Teaching and the learning environment. A center-based and family child care program must ensure teachers and other relevant staff provide responsive care, effective teaching, and an organized learning environment that promotes healthy development and children's skill growth aligned with the Head Start Early Learning Outcomes Framework, Ages Birth to Five, including for children with disabilities. A program must also support implementation of such environment with integration of regular and ongoing supervision and a system of individualized and ongoing professional development, as appropriate. This includes, at a minimum, the practices described in paragraphs (b) through (d) of this section.

(b) Effective teaching practices. (1) Teaching practices must:

...For dual language learners, a program must recognize bilingualism and biliteracy as strengths and implement research-based teaching practices that support their development...

(2) 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.

(3) 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:

(i) If staff do not speak the home language of all children in the learning environment, include steps to support 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 languages who could be trained to work in the classroom to support children.

5

2

Language, Culture, Identity

Every child has diverse strengths rooted in their family's culture, background, language, and beliefs.



NCECDL

6

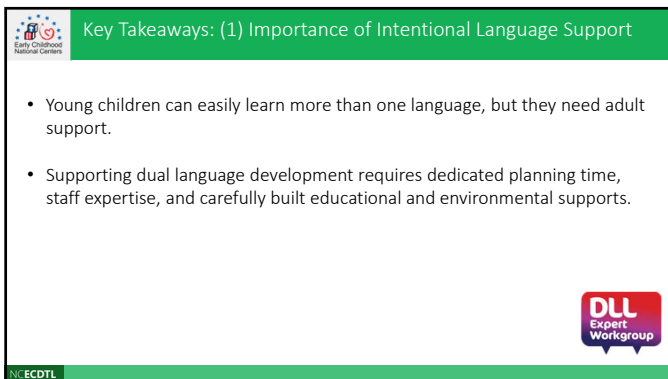


7



8



3



9

Key Takeaways: (2) Embody Culturally and Linguistically Responsive Practice

- Children learn best in environments where they feel comfortable, accepted and safe.
- Our actions and words signal who is welcome and who is an 'outsider.' As adults who work with children who are DLLs, it is important to adapt and change environments to make them more comfortable for each child.






NCECDTL

10

Key Takeaways: (3) Build Partnerships With Families

- Children learn best when they can connect what they are learning at home, to what they are learning away from home.
- Partnering with families is the only way to learn about each child's background, strengths, and interests. Research indicates that family engagement supports key school readiness skills including early literacy and social skills.






NCECDTL

11

4


Expert Workgroup: Key Takeaways


NCECDTL

12


 **Introducing: Dr. Sarah Garrity**









Sarah Garrity, EdD
Associate Professor
San Diego State University




13

 **Sarah Garrity, Ed.D.**















14

5

 **Research Highlight**

- **Head Start teachers' beliefs about language use with DLLs**
 - Teachers (2) had very different beliefs about language use, despite coming from very similar ethnic and linguistic backgrounds, and beliefs were translated into classroom practice.
 - Teacher beliefs were grounded in teachers' experiences as members of cultural communities.






15

Research Highlight

- Examining beliefs of Head Start educators about bilingualism, bilingual education, and dual language development:



40% somewhat/strongly agreed that:
We live in the United States, so English should be the main language taught to children.

NECDTL

16

From Research to Practice: Two Key Messages

- Professional development and teacher preparation programs should highlight connections between race, language, and power in education and encourage critical thinking and self-reflection.
- 




NECDTL

17

6

Initiatives in California to Support DLLs/ELs

- Proposition 58
- State Seal of Bilingualism
- English Learner Roadmap - California Department of Education
- Preschool Learning Foundations Volume 1; Preschool English Learner Guide
- FIRST SCALIFORNIA DUAL LANGUAGE LEARNER PILOTSTUDY
- DLL Professional Development Funding**
 - One-time \$ 5 million allocation in the 2018 California state budget to provide educators with professional development specific to Dual Language Learners (DLLs).
 - Train more early educators and caregivers to effectively support DLLs and their families,
 - Strengthen and expand the current DLL-specific training infrastructure in California, including online options,
 - Increase DLL-specific higher education coursework, and
 - Promote a birth to third grade professional development model for teachers serving DLLs and English Learners



NECDTL

18

Slide 16

ARB9 Sarah, Our FPOs has asked that is possible, you can provide some additional content related to the new policy to support english learners in CA

Amelia R Bachleda, 2/7/2020


 **Introducing: Dr. Lisa Lopez**




Lisa Lopez, PhD
Associate Professor
University of South Florida




19


 **Research Highlight**

✓ Engaging children who are DLLs in **discourse** (i.e., **asking questions** or **sustained conversations**) during the preschool day is positively related to children’s short and long-term English vocabulary and math skills



➤ Teacher-directed instruction is negatively related to math skills





20

 **Research Highlight**

Language interactions are mostly occurring during:

Whole group




Center / Free choice





21

Research Highlight




Whole group is mostly teacher-directed with limited interaction.

NECDTL

22

Research Highlight

Center/free choice is mostly student led + sustained conversations.




NECDTL

23


8

1. Teachers must engage DLLs in conversations to help develop their language and math skills.



2. DLLs need to work with teachers and other children in small-groups and during free-choice/ center time.

- Limit whole group time for DLLs



NECDTL

24

Q&A with Dr. Lopez and Dr. Garrity

Connecting Research to the PLA and the DLL PA

NCECDTL

25

National Research Updates

Resources to Support Your Work

NCECDTL

26

9

Ready DLL App

DOWNLOAD THE Ready!DLL App Today!

The Ready!DLL App provides access to best practices for supporting Children who are Dual Language Learners (DLLs).

It also supports you in learning key words in Spanish, Mandarin, Arabic, and Haitian Creole to more easily connect with DLLs. The app provides access to practices and resources in a fun and interactive manner.

Download on the App Store | GET IT ON Google Play

NCECDTL

27

Early Childhood National Centers

iPD Course: Spring Into Practice!

SPRING INTO PRACTICE

JOIN US ON THE PD

NCECDTL

DLL Expert Workgroup

28

Early Childhood National Centers

Professional Learning Guides

COMING SOON TO ECLKC!

PROFESSIONAL LEARNING GUIDE: PROFESSIONAL LEARNING GUIDES AND LITERATURE OF RELEVANCE: PRACTICES TO SUPPORT CHILDREN WHO ARE DUAL LANGUAGE LEARNERS

Being the first to introduce our own culture and beliefs about language, as well as learning to understand different parts of others' lives is the best way to support children who are dual language learners.

They are not just students who are merely passive. Children are watching and learning not only from what we say, but also what we do. And what we don't say. We all have different backgrounds and experiences which lead to different ways of thinking and even to different beliefs about what and how language should be learned and used. By knowing your own cultural and your beliefs about language development, you can be more intentional about how we show up as we seek to support children who are dual language learners.

CONTENTS

- 1. INTRODUCTION
- 2. WHY THIS WORK IS IMPORTANT
- 3. IDENTIFYING RELEVANT RESEARCH AND PRACTICES
- 4. DEVELOPING GOALS AND APPROACHES
- 5. BUILDING PROFESSIONAL PRACTICES
- 6. REFERENCES

NCECDTL

DLL Expert Workgroup

29

Early Childhood National Centers

Culturally and Linguistically Responsive Practices (CLRP) on MyPeers

Keep the conversation going...

Share ideas, questions, and resources on the CLRP Community on MyPeers!

<http://www.123formbuilder.com/form-2230355/My-Peers>

NCECDTL

30

Dual Language Learners Program Assessment

The DLLPA helps Head Start, child care, and pre-K programs assess systems and services for children who are Dual Language Learners (DLLs) and their families. It also integrates culturally and linguistically responsive practices for all.

Link to the DLLPA: <https://eclkc.ohs.acf.hhs.gov/culture-language/guide-dual-language-learners-program-assessment-dllpa/download-dllpa>

Special Considerations: Developmental Screening of Children Ages Birth to 5 Who Are Dual Language Learners (DLLs): <https://eclkc.ohs.acf.hhs.gov/program-planning/article/head-start-tip-sheets-grantee-planning>

NECDTL

31

Strategies that Support DLLs

NECDTL

32

1 1

Strategies that Support DLLs

- May 21, 2020: PLA Webinar, Implementing Responsive Care, Effective Teaching, and an Organized Learning Environment for Children who are DLLs
- July 16, 2020: PLA Webinar, Updating Classroom Language Models in a Planned Language Approach

NECDTL

33

<p>Thank You!</p> <p>NCECDL</p>	<p>For more information, contact: ecd1@ecetta.info or call (toll-free) 1-844-261-3752</p> <p>Please complete our Survey!</p>
---------------------------------	--
