Planned Language Approach (PLA)
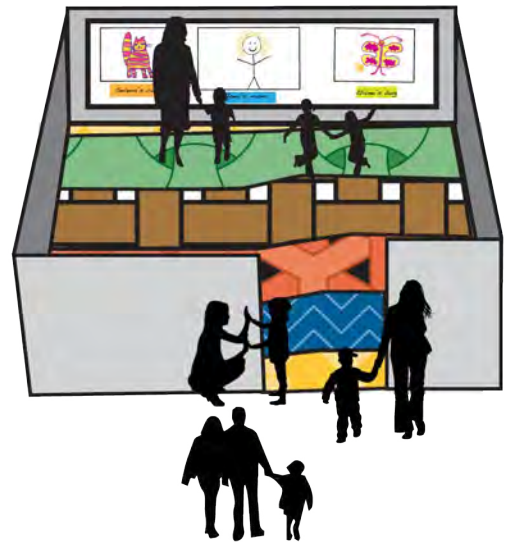
Classroom Language Models
A Leader's Implementation Manual

Table of Contents

Language and Leadership

A program-wide approach

Children are highly responsive to the quality and quantity of the languages in their environments. Therefore, Early Head Start/Head Start (EHS/HS) programs must ensure that all children experience high-quality instruction and language modeling. Children develop optimal language and early literacy skills when program leaders develop and implement a clear, consistent, and planned approach to language and literacy learning. Sustained, central leadership, combined with ongoing professional development, supports EHS/HS teachers to improve their skills and achieve better child outcomes.

A program-wide system of language and literacy:

◗ Establishes goals for children's language learning

◗ Specifies the languages of instruction and communication for every classroom (i.e., Classroom Language Models—CLMs. See page 4 for a list of recommended CLMs.)

◗ Supports the languages of all children

◗ Requires all teaching staff to be good language models in any language they use to instruct children

◗ Ensures that teaching staff provide daily Big 5 experiences to every child (see the ECLKC for more information on the Big 5 of language and literacy development: background knowledge, oral language and vocabulary, phonological awareness, book knowledge and print concepts, and alphabet knowledge and early writing).

Strong language modeling: A system-wide priority

Program leaders are responsible for ensuring that teachers use best practices for language modeling in English and in other languages used for instruction and support. Program leaders

◗ should lead program-wide efforts to develop and implement a consistent, planned approach to language and literacy development for English and any other languages used for instruction in every classroom and

◗ provide staff with the training and ongoing mentoring they need to implement high-quality classroom practices well, including language modeling and planning.

Classroom Language Models

Classroom Language Models (CLMs) are part of a program-wide, planned approach that promotes children's optimal language and early literacy development. CLMs state:

◗ What languages adults use as the languages of instruction and communication

◗ How those languages will be used to promote the development of children's languages

No one classroom language model is better than another. Each model intentionally matches children's learning with the language strengths of the teaching staff. The choice of a CLM depends upon the languages and backgrounds of the children *and* the languages and skills of the staff. CLMs incorporate:

◗ Languages that will be spoken in the classrooms

◗ Clear direction on how instruction will be delivered

◗ Specific goals for each model

◗ Instruction in the Big 5 in one or more languages

CLMs are determined and supervised at the program level and implemented at the classroom level. Some programs have only one language model because English is the common language of the children and the teachers.

Programs should consider starting with a limited number of CLMS agency-wide so they can focus on implementing them well over time. As they gain experience and as staff develop their skills and knowledge, programs can add more CLMs.

Recommended Classroom Language Models	
Classroom Language Models	**Age of Children**
English With Home Language Support See page 7	0–5
Dual Language See page 10	0–5
Home Language as a Foundation for English Development See page 15	0–3
English See page 18	0–5

The recommended CLMs share a set of common goals

➡ Children will develop strong language and literacy skills as a result of skilled, targeted instruction and communication in each classroom (see page 28, "Supporting Two Languages in the Classroom: One Language at a Time").

➡ Children will develop skills in the Big 5.

➡ Children who are DLLs will continue to develop their home language.

➡ Program staff will engage with families to actively support children's home language development throughout the program year.

➡ Leaders will ensure that all staff are aware of the goals for which they are responsible.

Each of the recommended CLMs also has its own specific set of goals.

See the following descriptions of the models (on pages 7, 10, 15, and 18) for more details.

Why CLMs are essential: An example

LMNOP Early Head Start/Head Start works with children and families who speak four languages and represent 15 different cultures. Everyone is committed and hard working, but recently program leaders discovered that many children (English speaking and DLLs) were entering kindergarten without the language and literacy skills they needed.

The program made a commitment to improve children's language and literacy outcomes. It implemented a planned approach to developing language to ensure that all children strengthen their English skills and that DLLs also continue to develop their home languages. Program leaders aligned planned changes in their practice with their 5-year grant process to ensure that every child receives Big 5 experiences all day, every day!

Key stakeholders—including the management team; Policy Council; representatives from the Board; parent, family, community engagement (PFCE) staff; and teaching staff—reviewed their language and literacy practices thoroughly. They used **A Systems Approach to Language and Literacy Practices: An Organizational Capacity Checklist** (see the ECLKC for this document). They discovered that they needed a clear, program-wide approach to language and literacy development that is based on goals and outcomes. They decided to:

- Develop a systems-level approach
- Replace, change, and refine day-to-day teaching practices
- Ensure continuity of instruction and interactions as children move from classroom to classroom

Finally, they stated that there was not one way to succeed. Classrooms would have different approaches (i.e., Classroom Language Models) based on program goals, the needs and skills of the children, and the skills of the teaching staff.

English With Home Language Support
Classroom Language Model

Goals of the
English With Home Language Support Classroom Language Model

- Children who speak English will develop English skills in each area of the Big 5
- Children who are DLLs will:
  - Develop age-level English skills each area of the Big 5
  - Continue to develop their home language with support at home and school
  - Experience their home language as an important asset and source of strength and identity
- Families of DLLs will use the information, training, and encouragement provided to support their children to use and further develop their home languages long after they leave EHS/HS.
- All children will learn to respect and admire other languages so they will thrive in an increasingly multicultural and multilingual society

English With Home Language Support
Classroom Language Model

What languages do the children speak?	What languages do the teachers speak?	What is the language of instruction and communication and how will it be used in the classroom ?
Some children speak English as their home language. Other children may speak one or more languages .	The teachers are both fluent and strong language models in both languages (e.g., English and Spanish). **OR** One teacher is fluent in English and one is fluent in a language of many of the children. The teaching team can communicate to one another well and are strong language models in each language they speak with the children.	English is the language of instruction and communication. Teaching staff, with help from others as needed, also intentionally use the children's home languages to: - Comfort and support children - Explore books and stories in their own languages - Interact with their home languages in written form throughout the environment - Engage with families to intentionally support their languages at home and in the community and maintain their home culture - Use specific strategies known to promote language and literacy development in all children, including strategies that support DLLs as they are learning English (See the ECLKC for *Specific Strategies to Support Dual Language Learners.*) - Share the *Multicultural Principles for Head Start Programs Serving Children Ages Birth to Five* to guide teacher's planning and interactions with children and families (See the ECLKC for *Multicultural Principles.)*

## Teaching practices for an English With Home Language Support CLM

- Teaching staff provide every child daily Big 5 experiences in English.
- Staff specifically plan and provide support for the home language of each child by engaging families and providing examples of each child's culture and language.

English With Home Language Support
Classroom Language Model

One classroom's story
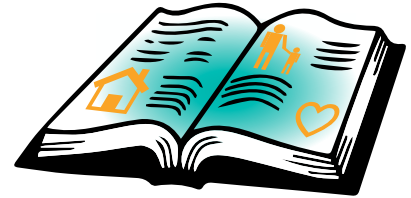
José and seven of his classmates are from Northern Mexico and speak Mixtec at home. Three other classmates speak Haitian–Creole. The other six children in the class speak English. English is the language of instruction and communication in this class. Those who have a home language other than English continue to develop that language, with strong support at home and in the community as well as through positive messages and specific supports in the classroom.

Their teachers provide daily Big 5 experiences for each child and use thematic instruction to engage the diverse group of children to learn about and from one another (see the ECLKC for the *Planning and Organizing Thematic Instruction* Tip Sheet). The teachers invite families to help choose themes based on their knowledge of their children's interests and experiences.

Teachers and families decide to bake different kinds of bread over several weeks to provide opportunities for children and families from different countries to share the types of bread they eat. The children learn math as they measure ingredients. They practice using new and familiar vocabulary words, comparing different kinds of bread, and "writing" bread-baking cookbooks. These activities promote academic learning and support the home language and culture of each child.

Dual Language
Classroom Language Model

Research shows that children enrolled in dual language classrooms that provide high–quality instruction in each language and sufficient instructional time can

- make significant progress in developing two languages and
- acquire valuable early literacy skills. z

Goals of the
Dual Language Classroom Language Model

- All children will become bilingual: they will develop age-level language skills in English *and* in *another language* through experiences in each area of the Big 5.
- Children will learn the value and importance of different languages and cultures.
- Classroom experiences will enhance each child's identity and positive self–concept.
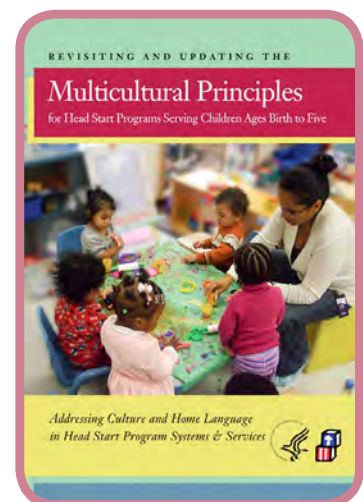- Staff and families will work together to support children to thrive in a multicultural, multilingual world.

Dual Language
Classroom Language Model

What languages do the children bring?	What languages do the teaching staff bring?	What are the languages of instruction and communication?
Many of the children speak one language (e.g., Spanish).

Many other children speak English, and a small number of children may speak a third language. | The teachers are both fluent and strong language models in both languages (e.g., English and Spanish).

OR

One teacher is fluent in English and one is fluent in the other language of instruction and communication. The teaching team can communicate to one another well. All members of the team are strong language models in each language they speak with the children.

AND

Teachers agree with the goal of operating a 50-50 model. | There are two languages of instruction and communication. Each language is spoken during **designated, equal, and predictable** periods (see the proven Dual Language Classroom Instructional Approach on page 13).

Lessons are taught with the same amount of review and context-sharing needed to connect children's thinking from one day to the next. Lessons are *not* retaught each day as the language changes. |

Teaching practices for a Dual Language CLM

◗ Teaching staff intentionally use English *and* the selected other language as the languages of instruction and communication, with equal time and focus.

◗ Teaching staff give equal time and focus in each language for all areas of the curriculum.

◗ All children participate in Big 5 learning experiences daily.

◗ The *Multicultural Principles for Head Start Programs Serving Children Birth to Five* guides teachers' planning and interactions with children and families (see the ECLKC for *Multicultural Principles).*

REVISITING AND UPDATING THE
Multicultural Principles
for Head Start Programs Serving Children Ages Birth to Five

Addressing Culture and Home Language in Head Start Program Systems & Services

Choosing among the three approaches for all DLL classroom

There are three approaches to teaching Dual Language CLMs. EHS/HS programs should select one to begin with so they can provide strong professional development and coaching to ensure high-quality instruction.

1. Research studies have documented that children enrolled in high-quality dual language classrooms can

   ◗ make significant progress in developing two languages and

   ◗ acquire valuable early literacy skills.

2. There is no research that says one approach is better than another.

3. There are three research-based, 50-50 instructional approaches (see page 13). Each instructional approach should be implemented fully as described.

4. Program leaders should review the three instructional approaches for dual language classrooms and select one center-wide approach.

5. Once an approach is selected, program leaders should communicate the chosen approach to staff and families and ensure the option is implemented throughout the program year.

Three Dual Language Classroom Instructional Approaches

Approach 1: Alternating Days

Week 1				
Mon	Tues	Wed	Thurs	Fri
Spanish	English	Spanish	English	Spanish
Week 2				
Mon	Tues	Wed	Thurs	Fri
English	Spanish	English	Spanish	English

Approach 2: Alternating Languages

Week 1									
Mon		Tues		Wed		Thurs		Fri	
AM	PM	AM	PM	AM	PM	AM	PM	AM	PM
Hebrew	English	English	Hebrew	Hebrew	English	English	Hebrew	Hebrew	English
Week 2									
Mon		Tues		Wed		Thurs		Fri	
AM	PM	AM	PM	AM	PM	AM	PM	AM	PM
English	Hebrew	Hebrew	English	English	Hebrew	Hebrew	English	English	Hebrew

Approach 3: Alternating Weeks

Week 1	**Chinese**
Week 2	**English**
Week 3	**Chinese**
Week 4	**English**

Dual Language Classroom Language Model

One program's story
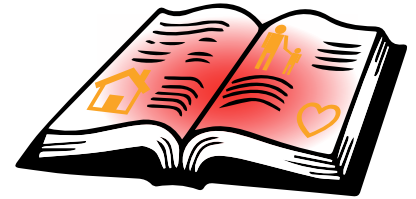
LMNOP Head Start has four classrooms at its La Rosa site. The teaching staff all speak Spanish and English, and they all are good language models of each language. The children all come from homes in which Spanish is the main language used.

The program selected a Dual Language CLM, with an every-other-day design. In order to ensure that each language would be given sufficient duration and intensity, the staff developed a calendar that listed the language to be used each day, continuing the pattern of alternate days after holidays, vacations, and other days off.

Teachers, however, planned that lessons were **not** to be repeated the second day in the new language. Rather, they would start each lesson or activity with a simple review of "Yesterday, we did . . . and today we are going to . . ." so that the children could see the connection and build on the previous lesson in the new language with new vocabulary.

In order to implement a Dual Language Classroom Language Model, LMNOP put a great deal of effort into ensuring that the curriculum would be appropriately implemented in both languages and that all materials were also available in both languages. This required the program to use some grant money to purchase more books in Spanish and other materials. Teachers invited families to help them modify the classroom and center environments so they reflected the families' language and cultures. Teaching staff worked with their coaches and each other to provide good language modeling in both languages. In addition, staff continued to improve their skills in teaching the Big 5, also in both languages. Initial home visits included having conversations with families about the Classroom Language Model and the specific instructional approach the program was using. They shared materials in each family's language and discussed the Big 5 and how they can be taught at home as well as in school (see the ECLKC for "Big 5 Strategies for Parents and Families").

Home Language as a Foundation for English Development
Classroom Language Model

Goals of the
Home Language as a Foundation for English Development Classroom Language Model

All of the children in a Home Language as a Foundation for English Development classroom are learning the same home language from their families at home. In addition, English is being gradually introduced to the children in the classroom, and perhaps in the community and home. All children in this classroom model are dual language learners. Infants and toddlers, and where appropriate and designed, preschool children who are are DLLs will:

◗ Develop strong language skills that serve as a foundation for second language development, supporting age-level development in English over time, including Big 5 skills

◗ Develop a solid foundation in their home language in order to form strong bonds with their families and cultures; develop strong language skills, including the Big 5; and build strong conceptual skills

◗ Embrace their home language as an important asset that they should be proud to use and continue to develop

◗ Experience their home language as a positive source of strength and knowledge and as a connection between home and school

◗ Teachers use the *Multicultural Principles for Head Start Programs Serving Children Ages Birth to Five* to intentionally infuse diversity into their classrooms and to guide their interactions with children and families (see the ECLKC for *Multicultural Principles*)

Home Language as a Foundation for English Development
Classroom Language Model

| What languages do the children bring?	What languages do the teaching staff bring?	What it the language of instruction and communication?
Children speak one home language.	Both teachers are fluent in the home language of the children and in English.	The language of instruction and communication is the home language. English is intentionally introduced over time in a planned way.

Teaching practices for Home Language as a Foundation for English Development CLM

◗ Teachers will provide Big 5 experiences in the children's home language daily and over time, increasingly providing Big 5 experiences in English to build children's English skills.

◗ The Multicultural Principles for Head Start Programs Serving Children Ages Birth to Five guide teachers' planning and interactions with children and families, and diversity is intentionally infused into the classroom in a variety of ways.

Home Language as a Foundation for English Development
Classroom Language Model

One classroom story
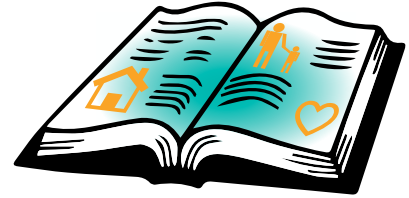
The children in Great Plains Migrant/Seasonal Head Start program all come from families who speak the same dialect of an indigenous language from Guatemala. The teachers are also both fluent in that language as well as in Spanish and English. The families move frequently. And while they want their children to become fluent in English, they also want their children to have continuous exposure to their home language. Since they are at the program for most of their waking hours—from 6:00 am to 7:00 pm at the height of harvesting season—exposure to their home language while in the program is especially important.

Home Language as a Foundation for English Development is a good CLM for this classroom. As the model is implemented, the teachers initially speak only the language of the families. They conscientiously provide every child with daily experiences in each of the Big 5 in this language. They also provide the families with ideas for what they can do in their homes and communities to support home language development as their children get older. The teachers share materials on the importance of home language and show families where to find these materials on the ECLKC. Families can then share this information when they move to other farming communities.

The teachers provide children in the classroom with rich experiences in their home language. Despite the fact that there are no valid or reliable instruments in the home language of the children, the teachers still screen and assess the children by gathering information from their families and including families in the screening and assessment process. This ensures that the children will be able to show what they know in that language.

The teachers slowly and gradually introduce English. For example, they tell a story in the home language; and then, at a different time of day, they tell the same story in English, focusing on a few key words that are central to the content.

Goals of the
English Classroom Language Model

▶ Children will develop age-level language skills in English and in each area of the Big 5.

▶ Teachers use the *Multicultural Principles for Head Start Programs Serving Children Ages Birth to Five* to intentionally infuse diversity into their classrooms and to guide their interactions with children and families. (See the ECLKC for *Multicultural Principles*.)

English
Classroom Language Model

What languages do the children bring?	What languages do the teaching staff bring?	What it the language of instruction and communication?
All children in a classroom speak English.	All teachers speak English well.	The language of instruction is English.

## Teaching practices for an English CLM

▶ Teaching staff intentionally use English as the language of instruction and communication (see Inservice Suites on the ECLKC).

▶ Teachers provide each child with daily experiences in each of the Big 5 in English.

▶ The *Multicultural Principles for Head Start Programs Serving Children Ages Birth to Five* guide teachers' planning and interactions with children and families, and diversity is intentionally infused into the classroom in a variety of ways.

English Classroom Language Model

One classroom story
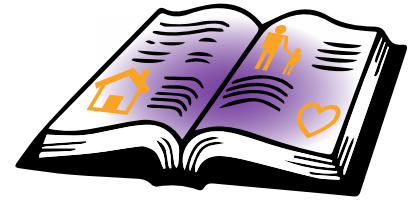
The children in the Happy Day EHS Toddler Room all come from homes where English is the only language spoken. Staff also speak English. However, the children, families, and staff come from many diverse cultures.

One of the ways the classroom celebrates diversity is by preparing for the United Nations' International Mother Language Day. As the children and staff in the program got ready for this day in February, they dedicated a Family Night to celebrating their cultures. Families shared music from their own cultures. The toddlers, their brothers, sisters, and parents, and the staff danced, played musical instruments, and celebrated the diversity of their heritages.

United Nations' International
Mother Language Day

February 21

If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.

Join the Office of Head Start and the National Center on Cultural and Linguistic Responsiveness and celebrate International Mother Language Day on February 21!

During the next several weeks, the children continued to play with the instruments in the classroom and listen to the music. They learned the names of the instruments and expanded their vocabularies with words describing the instruments, the sounds, and their actions as they danced and played. Everyone enjoyed and valued the different music and activities.

Selecting Specific Classroom Language Models

Once a program commits to focused language and literacy instruction based on specific instructional practices, leaders determine which CLMs will best match the needs of their children and the skills of their teaching staff. It is highly recommended that initially they select a limited number of CLMs (one or two) and focus on implementing them well. Choosing a limited number of models enables the program to maintain a deep and sustained commitment to fully implementing the CLMs over time and to achieve a high level of success.

Identifying and assigning CLMs is the responsibility of central leadership. It is *not* the decision of each individual teaching team. However, it is critical to communicate well and frequently with teaching staff and to gather their advice.

Leadership has the responsibility to provide the needed materials and to implement targeted training, coaching, and ongoing supervision and evaluation. Only leadership can ensure that this important preparation and support takes place in a consistent, effective, efficient, and ongoing manner.

Steps to selecting your program's CLMs

1. Develop a clear plan for supervising the conversion to CLMs.
2. Engage all levels of staff—including the Board; Policy Council; parents; program leadership in all departments; teaching staff; and parent, family, and community engagement staff—as the process is introduced throughout the program.

1. Review each classroom using the form on page 25 to record reflections. Consider and record all the possible options for each classroom based on

    ◗ the languages the teachers speak well and

    ◗ the languages of each of the children.

2. List each model that could work for each classroom.

3. Review the status of each classroom and make careful decisions about the best choice.

4. Determine if any extra resources will be needed to implement a specific CLM and the timeframe that is required. For example, a Dual Language CLM requires that all materials are available in both languages. It may take some time to gather the needed materials and, as a result, that specific model may need to wait for a year or two so that the necessary materials can be purchased.

Important! Start small!

As you begin, be sure to limit the number of CLMs you implement. While several CLMs may fit the children and staff in each center, a limited number should be selected when you start—no more than two is preferable at first. It may be tempting to want to start with all the models, but it is more important for a program to develop capacity and skills over time. Selecting a smaller number of CLMs enables leaders

◗ to develop communities of learners among the teaching staff who share the same CLM and

◗ to provide targeted coaching and supervision to ensure that teaching staff are mastering the approach and that the children are thriving.

Once the initial models are well establish (after 2–3 years), it may be appropriate for leaders to consider introducing another model in some classrooms, especially when demographics change.

CLM Checklist for Leaders

Consider the following necessary activities as you implement and develop CLMs over time

☐ All staff and families are acting on the understanding that it is essential for all children to develop strong language and literacy skills so that they can close any achievement gap they may have experienced when they entered EHS/HS.

☐ As part of our program's commitment to develop strong language and literacy skills for all children, staff engage with families to ensure that children retain their home language. Staff and families know how critically important a strong home language is to the school and life success of Dual Language Learners.

☐ Teachers are good language models in the languages they speak to children.

☐ Training, mentor coaching, supervision, and observations show that teachers are deepening their skill levels in order to ensure greater progress for children.

☐ Leaders are allowing enough time for change to occur while still ensuring that teaching practices are changing.

Sample CLM Worksheet

LMNOP EHS-HS Center A

When choosing a Classroom Language Model, list all possible options. After all forms are complete, select the CLMs for all centers so that you are able to select a minimal number of models and implement them well over time. Review the CLMs annually when there are staff changes, and adjust accordingly.

Classroom	What languages do the children speak? How many children speak each language?	What languages do the teachers speak well (i.e., are good language models for children when they speak)?	Classroom Language Models that could be used in this classroom: ■ English With Home Language Support ■ Dual Language ■ Home Language as a Foundation for English Development ■ English—EHS
Preschool Room 1	English—6 Spanish—7 Haitian Creole—2 Arabic—1	English	■ English With Home Language Support
Preschool Room 2	Spanish—8 English—10	English and Spanish	■ English With Home Language Support ■ Dual Language
Preschool Room 3	Arabic—6 French—2 English—9 Chinese—1	English and Chinese	■ English With Home Language Support
Preschool Room 4	English—6 Spanish—5 Chinese—4	English and Spanish	■ English With Home Language Support ■ Dual Language
EHS Room 1	Arabic—4	Arabic	■ Home Language as a Foundation for English Development

LMNOP's choice: To focus on implementing well the English with Home Language Support CLM; and to involve all staff in a concentrated effort to provide high-quality Big 5 experiences daily, to support all the languages of each child in the classroom in a variety of ways, and to engage families in supporting their languages at home and by coming into the classroom to share their languages and cultures.

Sample CLM Worksheet

LMNOP EHS-HS Center B

When choosing a Classroom Language Model, listall possible options. After all forms are complete, select the CLMs for all centers so that you are able to select a minimal number of models and implement them well over time. Review the CLMs annually when there are staff changes, and adjust accordingly.

Classroom	What languages do the children speak? How many children speak each language?	What languages do the teachers speak well (i.e., are good language models for children when they speak)?	Possible Classroom Language Models to choose from: ■ English With Home Language Support ■ Dual Language ■ Home Language as a Foundation for English Development ■ English
Preschool Room 1	English—7 Spanish—10	English with some Spanish, but not all are good language models in Spanish	■ English With Home Language Support ■ Dual Language
Preschool Room 2	English—13 Spanish—5 Chinese—1	One teacher speaks English. The assistant teacher speaks Spanish in a dialect that differs from that of the children and their families.	■ English With Home Language Support ■ Dual Language
Preschool Room 3	English—17	One teacher speaks English well and knows a few Spanish words. The assistant teacher speaks English well.	■ English
Preschool Room 4	English—7 Spanish—10 Arabic—1	Both teachers speak English well and know some Spanish words and phrases.	■ English with Home Language Support
EHS Room 1	Spanish – 8 (All families are new immigrants.)	Both teachers speak Spanish well.	■ Home Language (Spanish) as a Foundation for English Development

LMNOP's choice: To focus on English with Home Language Support for the preschool classes and to create the opportunity for targeted training and coaching on the skills needed for teachers in both centers. The EHS teachers in both centers will be grouped for training and coaching, since they are teaching the same model—even though using different languages. The program will build its collection of materials in the EHS classrooms to ensure that the materials reflect the languages and cultures of the children and that all children receive daily Big Five experiences in the languages of instruction in their classroom.

A Sample Worksheet for Teams

When choosing a Classroom Language Model, list all possible options. After all forms are complete, select the CLMs for all centers so that you are able to select a minimal number of models and implement them well over time. Review the CLMs annually when there are staff changes, and adjust accordingly.

Classroom	What languages do the children speak? How many children speak each language?	What languages do the teachers speak well (i.e., are good language models for children when they speak)?	Possible Classroom Language Models to choose from: - English With Home Language Support - Dual Language - Home Language as a Foundation for English Development - English—EHS
Preschool Room 1			
Preschool Room 2			
Preschool Room 3			
Preschool Room 4			
EHS Room 1			

Teams of leaders and education staff can duplicate this form and use it as they plan to adopt specific CLMs for each classroom.

Implementing Classroom Language Models Where to Begin?

Setting up a new system that will lead to improved outcomes for children, such as a CLM, requires strong, consistent leadership, vision, and sustained commitment to making the change over several years.

Implementing a program-wide initiative that changes how the curriculum is delivered (i.e., what languages are spoken in the classroom) and moving to a centralized, research-based approach takes careful planning. Some programs may want to make this change in one center at a time or with just a few teachers. This is not a recommended practice. When all staff move through a change process together, participating in the planning and in focused professional development, it is easier to implement a comprehensive plan.

Steps to implementing a program-wide CLM system

◗ Bring together a committee to plan, implement, review, and make on-going adjustments.

◗ Determine and clearly state the program's explicit language goals for children who speak English and for those who speak languages other than English (if these goals don't already exist).

◗ Communicate openly and frequently to the Board, Policy Council, staff, families, and the community about the planned changes.

◗ Assess your current resources.

◗ Identify immediate and long-term professional development and staffing needs, and plan the topics and processes for long-term training and coaching.

◗ Use the chart on page 25 to help you think about each classroom—the languages the children bring and the languages the teachers speak well—to determine the language models that might be appropriate for each.

◗ Choose a limited number of CLMs to begin with—no more than two per agency to start. Select ones that reflect
  • the program's language goals and
  • the staff's current capacity to meet the language goals.

◗ Assign teaching teams to specific Classroom Language Models as early in the process as possible.

◗ Identify the immediate professional development goals for language modeling and language instruction for each staff member, based on each language they are expected to use and teach.

◗ Identify hiring goals in order to ensure that staff have the skills to implement the program's short- and long-term language goals.

◗ Assess what materials may be needed in other languages and that need to be purchased, and proceed with the purchases.

◗ Plan and provide targeted professional development and mentor coaching over several years that focuses on gradual skill development to promote teachers' ongoing skills.

◗ Set the expectation that teaching staff will teach in the same model for multiple years so they can build expertise in that approach.

◗ Plan for teachers to work in the same model for at least 2 years whenever possible. This stability allows them to develop a deep level of skill in one model and the capacity to promote optimal child outcomes.

Supporting Two Languages in the Classroom

Promote using one language at a time

Programs must recognize and use those specific teaching practices that support children's learning—and identify and discard practices that do not.

Some bilingual teachers believe they support Dual Language Learners by alternating languages as they teach. This is called *constant code switching* or *simultaneous interpretation*. During certain activities (e.g., small-group instruction and book reading), teachers interpret by reading a sentence in English and then saying the same thing (or something similar) in another language, moving on to the next sentence in the same way.

Alternating between two languages is *NOT* recommended. It does not support children's language development; and it may even be detrimental, as children's brains automatically "listen" for their strongest language (i.e., the language they know best) and "tune out" the weaker language.

Constant code switching by teachers can get in the way of children's language development, as well as their general learning (Genesee, Paradis, & Crago, 2004). When children are involved in a learning experience, they need to focus on the content of what they are learning in the activity (i.e., the meaning and information). Switching languages could shift a child's attention to the words and away from that content.

What "one language at a time" looks like

Bilingual teachers who plan to read the same book in more than one language should plan to read the book in one language at one time of day and then in another language at a different time of day. During book reading, children need to process the sequence and content of the story. When teachers read in one language at a time they support children's ability to understand and learn new words and ideas.

References

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