**Updating Classroom Language Models
in a
Planned Language Approach**

July 16, 2020

Presenters:
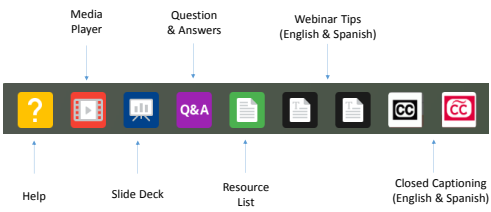
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NATIONAL CENTER ON
Early Childhood Development, Teaching and Learning

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Webinar Features

Media Player

Question & Answers

Webinar Tips (English & Spanish)

? Q&A CC CC

Help

Slide Deck

Resource List

Closed Captioning (English & Spanish)

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Session Agenda

Here's what we're doing today:

1. Provide an overview of the context for implementing classroom language models (CLMs)
2. Explain the four major CLMs
3. Discuss steps to select and implement a model that meets programs' unique circumstances
4. Hear East Coast Migrant Head Start Project's Planned Language Approach
5. Q & A with East Coast Migrant Head Start Project

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Session Objectives

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

1. Describe CLMs and how they support children's language and literacy development
2. Identify strategies for supporting home languages when adults do not speak their language
3. Address how to support children and families when multiple languages are spoken in a group setting
4. Explore the new resource, *Supports for Classroom Language Models for All Children: Step by Step Guide*

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Guidance on Supporting Children Who Are DLLs

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
U.S. DEPARTMENT OF EDUCATION

POLICY STATEMENT ON SUPPORTING THE DEVELOPMENT OF CHILDREN WHO ARE DUAL LANGUAGE LEARNERS IN EARLY CHILDHOOD PROGRAMS
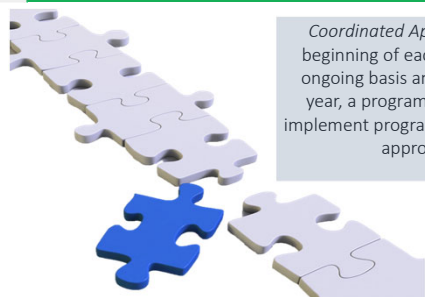
PURPOSE[1]

The purpose of this policy statement is to support early childhood programs and States by providing recommendations that promote the development and learning of young children, birth to age five, who are dual language learners (DLLs).[2] The statement also provides support to tribal communities in their language revitalization efforts within tribal early childhood programs. National estimates indicate that there is a large and growing population of children who are DLLs – children who have a home language other than English and are learning two or more languages at the same time, or learning a second language while continuing to develop their first language. Early childhood programs should be prepared to optimize the early experiences of these young children by holding high expectations, capitalizing on their strengths- including cultural and linguistic strengths - and providing them with the individualized developmental and learning supports necessary to succeed in school.

- https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/dll-policy-statement-final.pdf

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Coordinated Approaches – Integrating Resources

Coordinated Approaches: At the beginning of each year, and on an ongoing basis and throughout the year, a program must design and implement program-wide coordinated approaches...

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Head Start Program Performance Standards

1302. 31 Teaching and the Learning Environment

- A program must recognize **bilingualism and biliteracy as strengths** …

- These practices must:
- (i) For an **infant or toddler dual language learner**, include teaching practices that focus on the development of the home language…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**…

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CLMs in a Planned Language Approach

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CLMs Incorporate…

Languages that will be spoken in the classroom

Clear direction on how instruction will be delivered

Specific goals for each model

Instruction in the "Big 5" in one or more languages

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CLMs Share Common Goals

Strong language and literacy skills
The "Big 5"

Continued development of home language(s)

Active family engagement to support children's home language development

Staff aware of CLM goals

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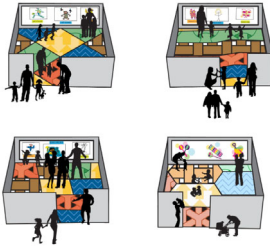
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Four Recommended CLMs

1. English with Home Language Support

2. Dual Language (50/50 model)

3. Home Language as Foundation for English Development

4. English

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Poll: How familiar are you with CLMs?

A) I have not heard of classroom language models (CLMs) before

B) I have heard of them, but am not intentionally implementing a specific model

C) I am currently implementing one of the four major models

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Goals of English with Home Language Support CLM

Children who speak English develop English skills in the "Big 5"

Children who are DLLs:

Develop age-level English skills in "Big 5"

Continue developing home language

Experience home language as asset, strength, identity

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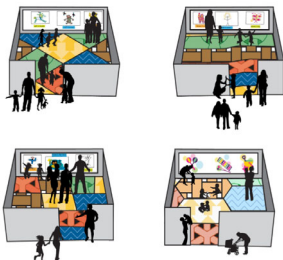
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Dual Language 50/50 CLM

Research shows that given high-quality instruction and sufficient dosage in each language, children

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

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Dual Language 50/50 CLM

Children	Teachers/Providers
• Many children speak one language (e.g., Spanish) • Many children speak only English	• Teachers are **fluent** in **one or both** of the designated languages
• Can be any home language	• Teachers agree with the goal of operating a 50/50 model

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Goals of Dual Language 50/50 CLM

ALL children will become bilingual

Develop age-level skills in **English** and in **another language** in the "Big 5"

Learn value of different languages/cultures

Enhance children's identity and positive self-concept

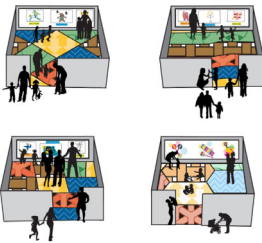Staff and families work together to support children

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Home Language as Foundation for English CLM

Used primarily in infant/toddler programs (Birth-3)

All the children hear/speak the same home language

All the children are dual language learners

English is gradually and intentionally introduced

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Home Language As a Foundation for English Goals

Develop a solid foundation in home language to support
- Age-level development of English over time (2nd language acquisition)
- Strong bonds w/families and their culture
- Building strong language and conceptual skills
- Experience home language as an important asset
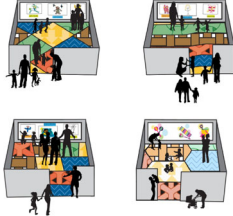
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English Only CLM

All children speak English

All teachers speak English

English is the language of communication and instruction

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Goals of English Only CLM

Children develop age-level language skills in English

Children develop age-level skills in the "Big 5"

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Supports for CLMs for All Children: Step by Step Guide

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Supports for CLMs Models for All Children: Step by Step Guide

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Six Steps to Prepare, Establish, and Support CLMs

Step 1: Gather Data and Information about Families

o Identify the languages spoken by families and children.
o Identify the languages spoken by education staff.
o Identify language proficiency levels of available education staff.
o Use multiple data sources.
o Use community assessment, enrollment, and ongoing assessment data
o Consider using the Gathering and Using Information That Families Share (Planned Language Approach).

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Six Steps to Prepare, Establish, and Support CLMs

Step 2: Match the CLM to the Needs and Resources in Each Classroom

o What are the language goals?
o What languages do the children in the classroom speak?
o How are children with different language backgrounds mixed/arranged?
o What languages do the teaching staff bring?
o What is the language of instruction and communication?

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Six Steps to Prepare, Establish, and Support CLMs
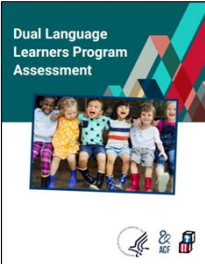
Step 3. Connect with Resources

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Six Steps to Prepare, Establish, and Support CLMs

Step 4. Identify Goals for Recruiting, Hiring, and Training Staff for CLM

- o Involve families and other community members
- o Consider hiring a consultant or interpreter
- o Ask explicit questions during the interview about attitudes, beliefs
- o Use a language proficiency test or self-rating assessment.
- o Use the guidance of the DLLPA
- o Articulate the program's commitment to ensuring appropriate supports to retain linguistically diverse staff

Dual Language Learners Program Assessment

https://eclkc.ohs.acf.hhs.gov/culture-language/guide-dual-language-learners-program-assessment-dllpa/dual-language-learners-program-assessment-dllpa-users-guide

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Six Steps to Prepare, Establish, and Support CLMs

Step 5. Implement a CLM: Plan for Language of Instruction and Communication

Factors to consider:

- o Understanding dual language learning and development
- o Importance of planning
- o Supporting multiple languages in one classroom
- o When the paraprofessional is the home language speaker
- o Curriculum Implementation

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Six Steps to Prepare, Establish, and Support

Step 6. Tracking the Implementation and Progress of the CLM

- o Use global measures of classroom quality already being utilized by your program
- o Use Research-based coaching strategies to support staff
- o Use the DLLPA to self-assess

Collaborative Coaching Partnerships

- Shared Goals and Action Planning
- Focused Observation
- Effective Teaching Practices
- Reflection and Feedback

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East Coast Migrant
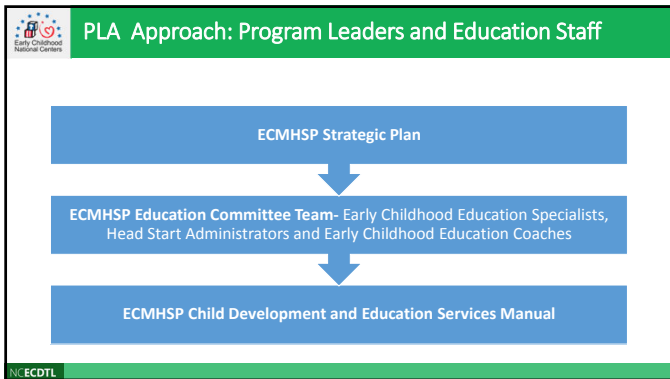**Head Start Project**

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WHO WE ARE

We are committed to serving migrant children and families.

Our funded enrollment: approximately 2,500 children

Locations: 5 direct services and 3 delegate agencies in 7 states (AL, FL, SC, NC, VA, PA, NJ)

Tota number of centers: 37

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PLA Approach: Program Leaders and Education Staff

ECMHSP Strategic Plan

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ECMHSP Education Committee Team- Early Childhood Education Specialists, Head Start Administrators and Early Childhood Education Coaches

↓

ECMHSP Child Development and Education Services Manual

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ECMHSP Education Committee Team

Collaborated with Region XII EC Specialists to strengthen the level of understanding for PLA and determine the best approach to support classroom level with language by:

• Conducting PLA Webinars and PLA Center Visits with Regional Education Specialists and Education Coordinators

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ECMHSP Strategic Plan Goals and Objectives 2018-2023

Program Goal 3

ECMHSP will implement curriculum and practices to ensure all children develop a high level of language proficiency in English and their primary language to maximize the cognitive, social, and educational advantages of speaking more than one language.

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Data was used to determine PLA starting point.

1   2

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The Creative Curriculum Fidelity Tool was used to identify teaching practices

- FOI #13: The teacher effectively promotes the English language acquisition of children who are English- and dual-language learners (when appropriate for Infants, Toddlers & Twos)

A total of 174 classrooms in 37 centers were observed three times during the 2018-2019 season

- 24 Infant classrooms
- 71 Toddler classrooms
- 23 Mixed-Age Infant-Toddler classrooms
- 56 Preschool classrooms

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Q & A with ECMHSP

- How have you been supporting learning virtually?
  Language and literacy
  Home language and English learning

- What are you doing going forward?
  Curriculum and PLA CLMs

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Mindfulness Activity

Mindful breathing for one minute

- Lower your eyes and notice where you feel your breath.
- Focus on your breath. When your mind wanders, bring your attention back to your breath.
- Be in the moment.

Breathe

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Thank You!

For more information, contact:
ecdtl@ecetta.info
or call (toll-free) 1-844-261-3752

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