

ELL-SCASS Meeting, Austin, Texas, February 25, 2015

BEST PRACTICES FOR SUPPORTING TEACHERS AND ADMINISTRATORS TO IMPROVE OUTCOMES FOR DUAL LANGUAGE LEARNERS IN PK-GRADE 3



Our Mission

NIEER conducts and communicates research to support high-quality, effective early childhood education for all young children.

CEELO, a project of NIEER, is funded by the USED to strengthen the capacity of State Education Agencies (SEAs) to lead sustained improvements in early learning opportunities and outcomes.



Agenda for Today

- Your State Priorities
- Research on Training DLL Teachers
- State Policy and Practice
- Discussion of MOOC or other strategy to support DLL teachers and/or administrators
- Next Steps



Your State Priorities

- Top needs in your state for serving DLL children in PK? K? 1-3rd grade?
- Top needs in your state for teachers with DLL children in their classrooms?
- Top needs of district or school administrators with high numbers of DLL children in PK-Grade 3?



What We Know From Research

- Attendance in high quality pre-k programs is beneficial
- Use of both English and the home language for instruction is associated with positive outcomes
- Language and content-based instruction that focus on vocabulary learning and growing academic language proficiency are associated with better outcomes



What We Don't Know

- There is not enough research to support particular curriculum or instructional strategies that work best for DLLs
- Researchers have consistently noted what the limitations to their work have been:
 - Lack of reliable and valid assessments in both English and home languages for children
 - Lack of classroom level measures that specifically focus on research based strategies for working with DLLs
 - Lack of standard protocol for determining DLL language status
- Practitioners also lack appropriate tools for assessment in addition



Teachers Need To:

- Know their students. This includes knowing where children are on a trajectory of English acquisition, as well as in their home language.
- Engage children in high quality language interactions, with focus on adding new vocabulary and using complex syntax. When possible, doing this in the home language in addition to English is beneficial.
- Integrate new words and concepts across subjects and daily routines.
- Engage DLL children individually and in small groups.



Administrators Need To:

- Evaluate teachers with language proficiency variations of children in mind.
- Use evaluation tools that bring to light whether specific strategies supportive of DLLs are in evidence and use the data to determine professional learning opportunities that might help best.
- Ensure that effective practices for DLLs are considered in decision-making about curriculum and assessments.



Self-Evaluation of Supports for Emergent Bilingual Acquisition (SESEBA)

Figueras-Daniel, A., Frede, E. & Freedson, M. (2014)

- The SESEBA was developed to serve as the in-practice version of the CASEBA (research tool), for use by teachers and coaches for the purpose of professional development.
- The underlying premise is that use of high quality and meaningful interactions in the HL along with intentional and well planned strategies for English language learning are the best approach to teaching preschool aged dual language learners (DLLs).



Purpose of SESEBA

- The SESEBA guides coaches and teachers through a self-reflective exercise based on the cognitive coaching cycle (Costa & Garmston, 2002).
- The SESEBA builds on research about high quality PD models focused on embedded support in addition to research findings that more effective PD for teachers of DLLS, and focuses on the teacher's knowledge of language acquisition development, the curriculum, and how students learn (Zepeda, Castro & Cronin, 2011).



SESEBA Structure

- Includes 6 broad: Gathering Information, Family Involvement, Classroom Environment and Materials, Planned Activities, Support for Language and Literacy Development in HL and English
- Each item is rated on a 5-point Likert scale, where 5 indicates excellence and 1 represents total absence of any such practices.



SESEBA In-Action

- Intended for use over time by teachers and coaches, not a one-shot approach to coaching or improvement
- Intended for use by teachers for self-reflection and coaches for continuous improvement plans
- Anecdotal evidence is required to validate scores and ongoing improvement plans
- Though there is scoring, there are no indicators and relies on a holistic approach to scoring



How the SESEBA Can Be Used to Improve Teaching Practice

- The SESEBA has been used in NJ and CA informally
- LA County Office of Child Care will participated in a SESEBA overview workshop in January 2015 to consider it for use in their QRIS
- NJ DOE plans to train 200 pre-k coaches on the tool in the near future
- Head Start agency in NJ using it in pilot bilingual classrooms (one-teacher, one-language model)



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Center on Enhancing
Early Learning Outcomes

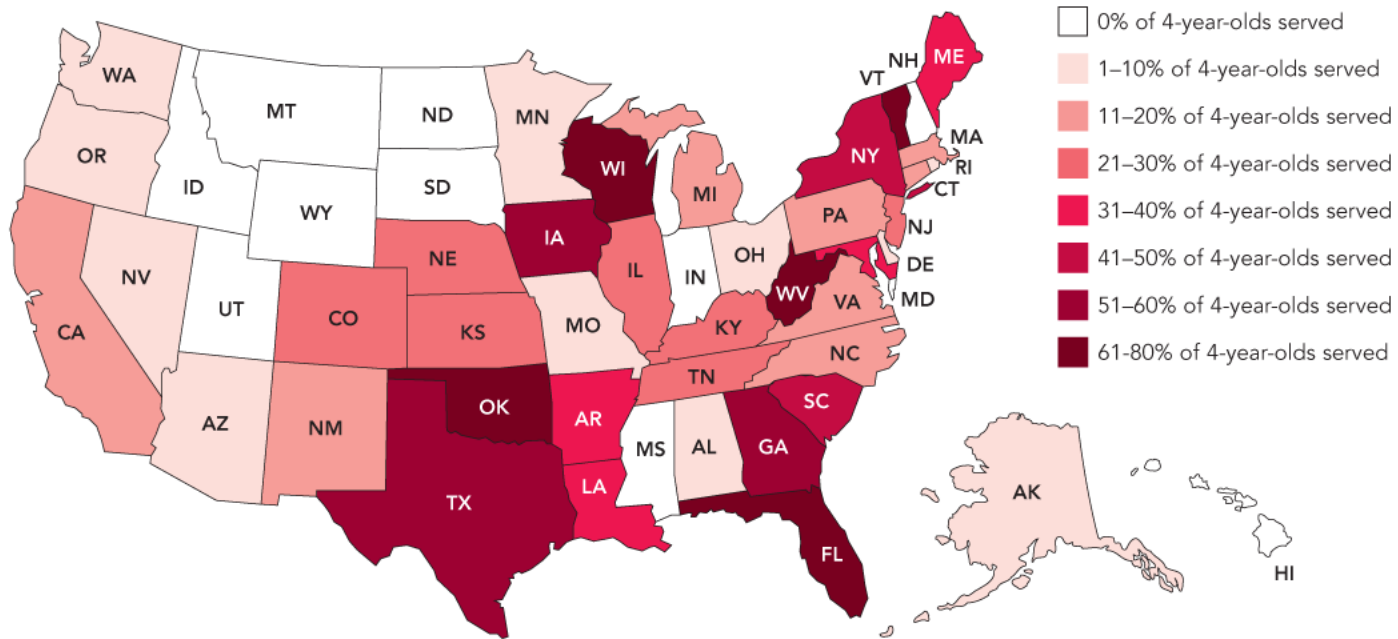


BEST PRACTICE FOR STATE POLICY & DLL CHILDREN



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DLL Children Need Access to PK



Percent of 4-year-olds served in state pre-K



Reported DLL Enrollment in State Pre-K

- 22 out of 40 states, plus D.C., report DLL Pre-K enrollment
- This totals 137,453, 19% of Pre-K enrollment in those states.
- Range: nearly 1/2 of state pre-K children are DLLs in Delaware, just 1% or less in OH & WV

Delaware	47%	Pennsylvania Pre-K Counts	10%
Texas	40%	Georgia	10%
Oregon	36%	Kentucky	7%
Washington	34%	Nebraska	6%
Nevada	32%	Arkansas	5%
Kansas At-Risk Program	25%	Alabama	4%
North Carolina	21%	Missouri	3%
Illinois	18%	Wisconsin Four-Year-Old Kindergarten Program	3%
Vermont Early Education Initiative	15%	Maine	2%
Michigan	13%	Ohio	1%
D.C.	12%	West Virginia	0%



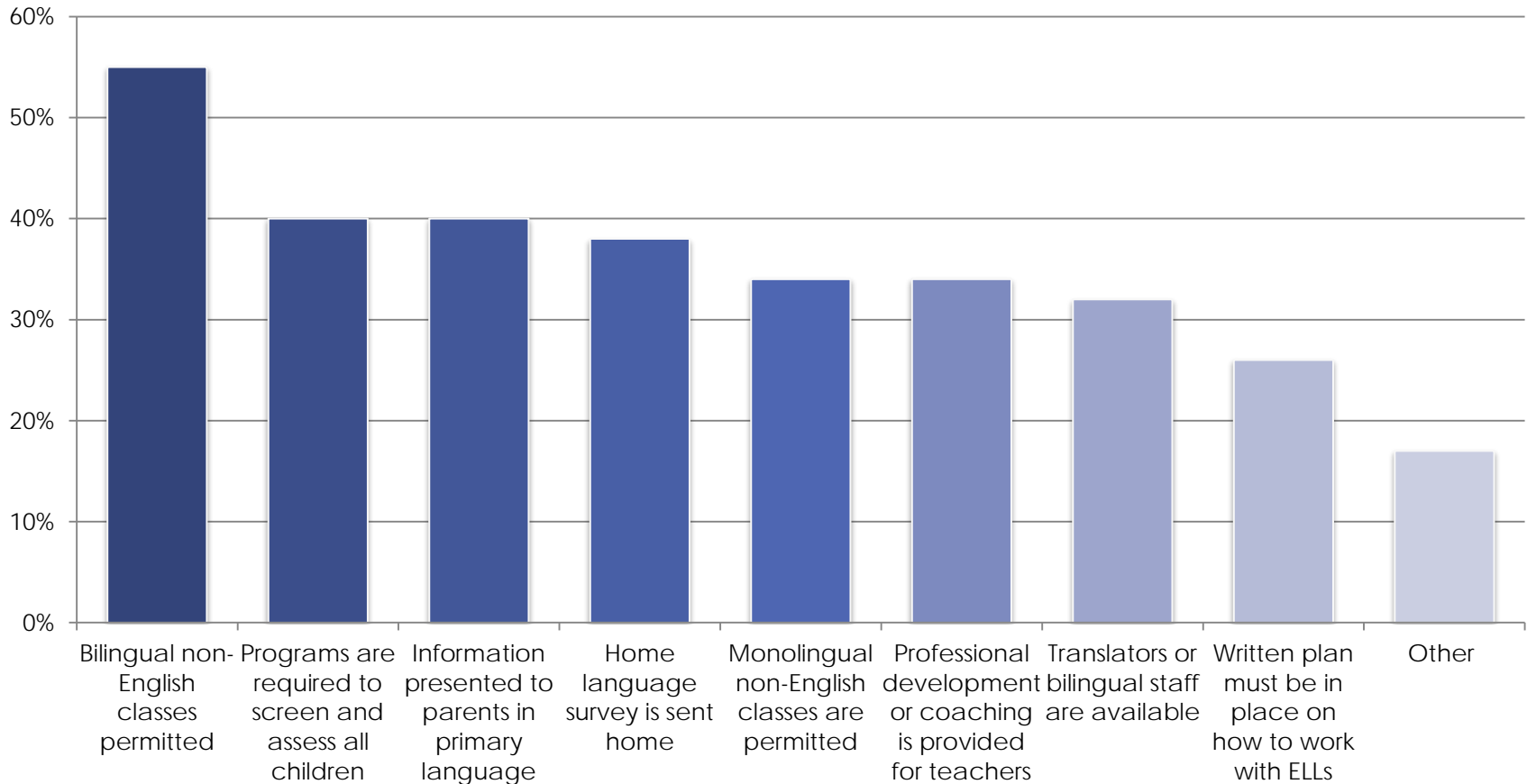
PK Must Be High Quality to Impact Outcomes

NATIONAL QUALITY STANDARDS CHECKLIST SUMMARY

POLICY	BENCHMARK	OF THE 53 STATE-FUNDED PRE-K INITIATIVES, NUMBER MEETING BENCHMARKS
Early learning standards	Comprehensive	53
Teacher degree	BA	30
Teacher specialized training	Specializing in pre-K	45
Assistant teacher degree	CDA or equivalent	15
Teacher in-service	At least 15 hours/year	42
Maximum class size	20 or lower	45
3-year-olds		
4-year-olds		
Staff-child ratio	1:10 or better	46
3-year-olds		
4-year-olds		
Screening/referral	Vision, hearing, health; and	36
and support services	at least 1 support service	
Meals	At least 1/day	25
Monitoring	Site visits at least every five years	32



State Policies To Support DLL Children and Families



State Policy Recommendations

- Increase access, outreach & participation in high quality ECE for DLL and immigrant children
- Align DLL policies B/P-3 (e.g. standards, assessments, curricula, etc)
- Communicate w/ parents in home lang.
- Develop best practice guidelines for DLL children B/P-3
- Screen and assess all children in ECE
 - Identify and count DLL children in state pre-K
- Incorporate in pre-service and in-service teacher preparation
- Develop tailored methods of observing and evaluating DLL teachers
- Offer pay premiums for bilingual specialist teacher and assistant teachers



Back to the Beginning: What do YOU need to support teachers of young DLL children?

- What professional development is needed for teachers or administrators in your state?
- Would a MOOC or a technology based platform meet your needs?
- What would it take to develop a MOCC that would meet the needs of your state?
- What kinds of language samples or interactions could be captured and shared?



Next Steps

How can we assist you?

We can be contacted at:

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See relevant resources on our websites:

<http://nieer.org/>

<http://ceelo.org/>

