EFFECTIVE COMPONENTS OF A HIGH QUALITY EARLY CHILDHOOD BILINGUAL/ESL PROGRAM

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Illinois State Board of Education
Purpose of this presentation

- Accepted models of Pre-K English Learner services
- Examples of screeners & assessments that accommodate Pre-K English Learner students
- Effective ESL/Bilingual Program elements and examples which utilize Excelerate and WIDA Standards
- Share available resources, such as the EL Program Framework, Training & Technical Assistance, Standards, & strategies
State Bilingual Pre-K mandate (Part 228)

• All preschool programs for children ages 3-5 that are administered by a public school district, including charter schools, must adhere to the rules under Part 228. This includes preschool programs that are subcontracted by districts to community organizations and preschool programs that districts administer regardless of the source of funding for the programs.
Accepted models of instruction - Transitional Bilingual Education (TBE)

To provide bilingual instruction to preschool children, a teacher must hold:

• (1) a Professional Educator License with endorsements in Early Childhood and bilingual education or

• (2) both a PEL with an Early Childhood endorsement and an Educator License with Stipulations (ELS) with a bilingual education endorsement.
Accepted models: Transitional Program of Instruction (TPI/ESL)

• To provide English as a second language instruction to preschool children, a teacher must hold
  • (1) a Professional Educator License with endorsements in Early Childhood and either bilingual education or ESL or
  • (2) both a Professional Educator License with an Early Childhood endorsement and an Educator License with Stipulations with a ESL education endorsement.
Accepted model: Transitional Bilingual Education: Co-Teaching/Push-In

• In a classroom, the licensure requirements for either bilingual or ESL instruction may be met through a co-teaching or push-in model in which a licensed early childhood teacher serves as the classroom teacher and a teacher with the bilingual and/or ESL endorsement co-teaches or pushes into in the classroom, and both teachers work together to plan instruction for English Learners

• Pull-out is allowed, but not recommended
Required components vs. “minutes”

- The only issue about “time” is related to grant allocation: state funding for students who receive at least 5 periods of services per week
- A period is equal to however a district defines “a period” (e.g. if distinct periods used, or a block schedule where each block consists of 2 or 3 periods) or at least 30 minutes if not defined by district
Co-Teach variations & times: Push-In is preferred, but pull-out is allowed. Co-teacher should push-in for whole length of program. 30 minute minimum if not possible.

*TPI-Total # of preschool English Learners may exceed 19

Note: One attendance center may have both TPI and TBE students
Appropriate Screeners, Curriculum, & Assessments

Disclaimer: The State of Illinois and its administering agencies (ISBE, IDHS, DCFS) do not "approve" or "endorse" any specific screeners, assessments, or curriculum for implementation in any of its funded and/or regulated early childhood programs. The following examples of screeners, curriculum, and assessment have been determined aligned with the Illinois Early Learning Guidelines for ages birth–3, and/or the Illinois Early Learning and Development Standards for ages 3–5.
Appropriate Screeners, Curriculum, & Assessments

- Screening
  - Be age & developmentally appropriate
  - Be linguistically & culturally appropriate
  - Include one or more observations using culturally and linguistically appropriate tools
  - Use multiple measures & methods (e.g. home language assessments, verbal/nonverbal procedures, various activities/settings
  - Seek insights on children from families to help inform the screening process
  - Involve staff qualified in early childhood, child development, and language acquisition
  - Screening instrument examples:
    - Pre-IPT
    - PLS-5
Appropriate Screeners, Curriculum, & Assessments

- **Curriculum**
  - Theme-Based
  - Developmentally appropriate
  - Play-based
  - Hands on components

- **Assessments**
  - Play-based
  - Observational
  - Occur multiple times throughout the school year
  - Done in both languages
Running an effective Early Childhood/EL program

- **Excelerate Standards**
  - **Standard 1**: Program demonstrates exemplary linguistic and culturally appropriate classroom learning environments.
  - **Standard 2**: Program demonstrates exemplary support for learning and development in both English and the children’s home language in its curriculum, lesson planning, and instruction.
  - **Standard 3**: Program demonstrates exemplary linguistic, culturally and developmentally appropriate instructional practices.
  - **Standard 4**: Staff conduct child assessments utilizing a dual language approach for children who are English Language Learners, conducting assessments in both the child’s home language and English.
Running an effective Early Childhood/EL program

- Excelerate Standards continued…
  - **Standard 5**: Staff develop individualized learning plans to reflect each child’s dual language goals.
  - **Standard 6**: Parent and family conferences will be conducted in the family's home language.
  - **Standard 7**: Program makes an intentional effort to solicit the input and involvement of all families, including culturally, racially and linguistically diverse families.
  - **Standard 8**: Staff support child and family transition to a new program by providing information about language services and supports available in the receiving programs and by initiating communication between the programs.
Running an effective Early Childhood/EL program

• Excelerate Standards continued….
  
  • **Standard 9**: For children whose families speak a language other than English at home, the program explicitly seeks to promote both children’s home language development and their English Language Development. This is reflected in the curriculum and in the learning materials available in the classroom.

  • **Standard 10**: Each classroom will have qualified staff members that are proficient in the languages of the children.
Running an effective Early Childhood/EL program

• Excelerate standards continued....
  
  • **Standard 12**: In classrooms where the majority of children speak a single language other than English at home, at least one classroom staff person is a proficient speaker of that language. By 2020, in classrooms where the majority of children speak a single language other than English at home, the lead teacher is a competent speaker of that language.
  
  • **Standard 13**: All classroom and special services staff who provide direct services to children have current knowledge of recommended practices for serving children in a linguistically and culturally appropriate manner.
Running an effective Early Childhood/EL program – What does it look like?

• Classroom setting/environment that value student language & culture
• Language allocation plan
• Culturally-relevant studies/themes/topics
• Lesson Plans Differentiated with WIDA Early Language Development Standards
• Family & Community Engagement
Illinois Early Learning Development Standards (IELDS)

English Language Learner Home Language Development

• Goal 28
  • Use the home language to communicate within and beyond the classroom.

• Goal 29
  • Use the home language to make connections and reinforce knowledge and skills across academic and social areas.
WIDA Early Learning Standards

• The purpose of the E-ELD standards is to provide a developmentally sound framework for supporting, instructing, and assessing English learners (Dual Language learners: DLLs), ages 2.5-5.5 years.
• The E-ELD Standards correspond with WIDA's English Language Development (ELD) Standards framework for Kindergarten through Grade 12 and correspond to states' Early Learning Standards and Head Start's Early Learning and Child Outcomes.
• Each component has been critically examined and adapted to incorporate the unique characteristics of young children, ages 2.5-5.5 years.
• Specific consideration has been given to the nature of early language and cognitive development, family and community-based socio-cultural contexts for language learning, and the psycholinguistic nature of second language acquisition in preschoolers who are still developing the foundational structures and rules of language.
Types of supports for language development

- **Language Support:**
  - Sensory
  - Graphic
  - Interactive

- **Language Scaffolding**
  - Careful design to build on children’s already acquired skills and to support progress in language development
    - Environment
    - Situations
    - Materials
### Self Assessment

[http://modules.lcexcel.com](http://modules.lcexcel.com)

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<table>
<thead>
<tr>
<th>Standard</th>
<th>Guiding Questions</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard 1</strong></td>
<td><strong>To what extent:</strong></td>
<td></td>
</tr>
<tr>
<td>Instructional Environment</td>
<td>• Are, materials, posters, signs, charts, schedules etc. available in the languages of the children?</td>
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<tr>
<td></td>
<td>• Do art materials include a range of colors of paper, paint, crayon, markers, and patterns that represent a variety of skin tones and culturally relevant inspirations?</td>
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<td></td>
<td>• Do dolls represent a balance of the physical characteristics of community?</td>
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<td></td>
<td>• Are bilingual books, home language and English books available in library center and other areas in the room?</td>
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<td></td>
<td>• Is there a color-coded system to differentiate written language materials?</td>
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<td></td>
<td>• Is there a safe haven for children to take a break from the pressure of second language learning?</td>
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<tr>
<td><strong>Standard 2</strong></td>
<td><strong>To what extent:</strong></td>
<td></td>
</tr>
<tr>
<td>L1/L2 support (Support of home language and English)</td>
<td>• Do lesson plans have a space to address standards in home language and English?</td>
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<td></td>
<td>• Do bilingual teachers/teaching teams/direct service providers jointly plan lessons?</td>
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<td></td>
<td>• Are families engaged in supporting the home language at home?</td>
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<td>• Are outreach, informational materials, parents’ rights, notifications, website, etc., in home languages of community?</td>
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<td></td>
<td>• Is oral communication available in languages other than English?</td>
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<td></td>
<td>• Are signs in the hallways, office and outside the buildings in languages other than English?</td>
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<tr>
<td></td>
<td>• Are images in common areas representative of the community?</td>
<td></td>
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</table>
# Malak-Hindi child with some English

<table>
<thead>
<tr>
<th>Interactive Supports</th>
<th>Sensory Supports</th>
<th>Scaffolding</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Audio recordings in Hindi and Urdu from Malak’s father.</td>
<td>• Multicultural baby dolls and accessories</td>
<td>Vocabulary: friends’ names, names of play materials</td>
</tr>
<tr>
<td>• gestures</td>
<td>• multicultural dress-up clothes and props</td>
<td>• sing repetitive songs while rocking the babies</td>
</tr>
<tr>
<td>• One-on-one time playing with classmate Tim or Ms. Kristine (assistant teacher)</td>
<td>• photos of children’s families, posted and labeled with names</td>
<td>• Ask: Do you like…?</td>
</tr>
</tbody>
</table>

*excerpted from WIDA Focus on The Early Years #3* 

Malak may feel more comfortable using her English in the classroom if she is motivated by her play choice and playing with one person she knows and trusts.

It may be comforting to Malak to see her family and prompt her to talk about her family and new friends.

Offer Malak choices that she can point to.
# Chue-Hmong

<table>
<thead>
<tr>
<th>Interactive Supports</th>
<th>Sensory Supports</th>
<th>Scaffolding</th>
</tr>
</thead>
</table>
| • Small group, including friends who speak Hmong  
  • Blia Xiong (community volunteer) twice per week during Choice Time | • Photos of vegetables and fruits posted, labeled with the languages in our classroom  
  • Soil, garden tools and watering can, play vegetables and fruits, artificial greens, variety of seeds, baskets, signs from uncle Kou’s farmer’s market booth  
  • Relevant picture books | • Vocabulary: names of garden tools, foods, and tasks  
  • Ask open-ended questions: *What do you do at your family’s garden?*  
  • Invite Chue to think of a question and use the clipboard to survey friends. |

**Graphic Supports:**  
Clipboards with graphs
## Valentina-Spanish

<table>
<thead>
<tr>
<th>Interactive Supports</th>
<th>Sensory Supports</th>
<th>Scaffolding</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Small group, including friends who speak Spanish</td>
<td>• <strong>Cookbooks</strong> and <strong>magazines</strong> with photos illustrating a variety of foods, including foods that Valentina makes with her family at home</td>
<td>• Vocabulary: names of cooking tools, foods, and tasks</td>
</tr>
<tr>
<td>• Señora Flores (bilingual parent volunteer)</td>
<td>• <strong>Diverse photos</strong> posted of people cooking, labeled with various new vocabulary words</td>
<td>• Ask: <em>How could we…?</em></td>
</tr>
<tr>
<td></td>
<td>• Play stove, refrigerator, table, cookware, and play foods that represent the cultures in the classroom</td>
<td>• Ask: <em>Can you explain how you made that?</em></td>
</tr>
<tr>
<td></td>
<td>Graphic Supports: Notepads with graphs showing various foods</td>
<td><em>This will challenge Valentina to give verbal directions using two or more steps, a skill that she has demonstrated receptively.</em></td>
</tr>
</tbody>
</table>
LAVA-CARRAS
Culturally and linguistically relevant
Best Practices: What do they look like?

- Teaching At The Beginning videos
Data analysis

CLASSROOM LEVEL DATA:

Preschool Numeracy Indicators: Oral Counting Data
Classroom Level Data Fall – Winter 2015-2016
Student Data based on Limited English Proficiency
Data analysis

Preschool Numeracy Indicators: Oral Counting Data
Classroom Level Data: Fall – Winter 2015-2016
Student Data based on Ethnicity
## Parent Report

<table>
<thead>
<tr>
<th>Name:</th>
<th>[Blurred Name]</th>
<th>Age: Age: 3yr 5m</th>
<th>Age: Age: 3yr 9m</th>
<th>Age: 4yr 0m</th>
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<tbody>
<tr>
<td>School Year:</td>
<td>2014-2015</td>
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### English Language Acquisition

<table>
<thead>
<tr>
<th>Level</th>
<th>Bridging</th>
<th>Receptive (Understanding English)</th>
<th>Expressive (Speaking English)</th>
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<tbody>
<tr>
<td>14</td>
<td></td>
<td>Level 1</td>
<td>Level 1</td>
</tr>
<tr>
<td>15</td>
<td></td>
<td>Level 1</td>
<td>Level 1</td>
</tr>
</tbody>
</table>

**Key:**
- **Level 5** Bridging: Student demonstrates near age-appropriate understanding and use of English.
- **Level 3** Developing: Student uses simple English vocabulary and familiar phrases.
- **Level 1** Entering: Student is beginning to understand and speak English.

### Trimester Notes:

- **Trimester 1 Notes:** Stays quiet at school. She watches the children during playtime, but prefers quiet activities such as looking at books or completing puzzles.
- **Trimester 2 Notes:** Stays quiet at school. She will interact with the other children at times, especially if they are doing quiet activities like puzzles.
- **Trimester 3 Notes:** Stays quiet in the classroom. Varena will answer questions if they are asked to her.
## Language Allocation Plan

<table>
<thead>
<tr>
<th>minutes (approx)</th>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
<th>5-toileting</th>
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</thead>
<tbody>
<tr>
<td>15</td>
<td>spa</td>
<td>spa</td>
<td>spa</td>
<td>spa</td>
<td>spa</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>spa</td>
<td>spa</td>
<td>spa</td>
<td>spa</td>
<td>spa</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>spa</td>
<td>eng-SLP</td>
<td>spa</td>
<td>eng-SLP</td>
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<td></td>
</tr>
<tr>
<td>50</td>
<td>spa</td>
<td>spa</td>
<td>spa</td>
<td>spa</td>
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<td></td>
</tr>
<tr>
<td>20</td>
<td>eng</td>
<td>eng</td>
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<td>eng</td>
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<tr>
<td>20</td>
<td>spa</td>
<td>library</td>
<td>spa</td>
<td>spa</td>
<td>spa</td>
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<tr>
<td>10</td>
<td>spa</td>
<td>spa</td>
<td>spa</td>
<td>spa</td>
<td>spa</td>
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<tr>
<td>145</td>
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</tbody>
</table>

*5-toileting*
# Language Allocation Plan

<table>
<thead>
<tr>
<th>SCHEDULE</th>
<th>ACTIVITY</th>
<th>TIME</th>
<th>Teacher</th>
<th>Paraprofessional</th>
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<tbody>
<tr>
<td>Arrival</td>
<td>Table time, Vocabulary Development</td>
<td>10</td>
<td>Spanish</td>
<td>Spanish</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Large group</td>
<td>Attendance Schedule Message Investigations</td>
<td>10</td>
<td>Spanish</td>
<td>Spanish</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Small group</td>
<td>Concept development: Embedded in centers OR Set aside when enough adults available</td>
<td>5-10 per group of 4 or 5</td>
<td>Spanish</td>
<td>Spanish</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Centers</td>
<td>Plan, Snack Choice Time</td>
<td>60</td>
<td>Spanish</td>
<td>Spanish</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gross Motor</td>
<td>Adult directed activities 50% Spanish/50% English using alternate day or alternate week schedule Music/Movement Transitions</td>
<td>30</td>
<td>Spanish/English</td>
<td>Spanish/English</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Read Aloud</td>
<td>Differentiated language objectives in English based on EELD/ESLD level</td>
<td>20</td>
<td>Spanish/4 days/wk, English/1 day/wk</td>
<td>Spanish/English</td>
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<td></td>
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<td></td>
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<tr>
<td>Dismissal</td>
<td>Review</td>
<td>10</td>
<td>Spanish</td>
<td>Spanish</td>
</tr>
</tbody>
</table>
Curriculum Map

- Unit of Study: All About Me
- Time Frame: 6 weeks
- Dates:
- Planning Team:

Essential Question: What changes do you observe in yourself, others, and in the environment?

Guiding Questions:
- How did the duckling change?
- How have you changed?
- What can you do now that you couldn’t do before?
- How do you feel when _____?
- What changes do you see outside?

Fairy Tale Hook: The Ugly Duckling
<table>
<thead>
<tr>
<th>Key Vocabulary</th>
<th>Spanish Vocab</th>
<th>English Vocab</th>
<th>Spanish Sentence/Structures</th>
<th>English Sentence/Structures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entering 1</td>
<td>Emociones</td>
<td>Emotions</td>
<td>Hoy me siento _____</td>
<td>Today I feel _____</td>
</tr>
<tr>
<td></td>
<td>feliz</td>
<td>happy</td>
<td>Este (a) es mi _____</td>
<td>This is my _____</td>
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<tr>
<td></td>
<td>triste</td>
<td>sad</td>
<td></td>
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<td></td>
<td>cansado</td>
<td>tired</td>
<td></td>
<td></td>
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<td></td>
<td>Partes del</td>
<td>Parts of the</td>
<td></td>
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<tr>
<td></td>
<td>Cuerpo</td>
<td>Body</td>
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<tr>
<td></td>
<td>mano</td>
<td>hand</td>
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<td></td>
<td>cabeza</td>
<td>head</td>
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<td>eyes</td>
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<td></td>
<td>boca</td>
<td>mouth</td>
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<td>nariz</td>
<td>nose</td>
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<td>pierna</td>
<td>leg</td>
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<td>pie</td>
<td>toe</td>
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<td></td>
<td>dedo</td>
<td>finger</td>
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</table>
Books in Multiple Languages
Family Projects
Pre-K to Kindergarten Transitions

• School readiness, reduced stress and stronger academic growth result from giving children and their families opportunities to learn about:
  • new settings,
  • curriculum, assessments, routines
  • relationship quality

• Parent participation in transitions is strongly correlated to children’s self-confidence (Hubbell, Plantz, Condelli, & Barrett, 1987)
Pre-K to Kindergarten Transitions

- **Kindergarten Corner resource from ISBE**
  - Kindergarten Preparedness Fair with local stakeholders
  - Transition Plan between Pre-K and Kindergarten Teachers

- **Interactive Case Study/PD resource from Harvard Family Research Project: Bridging Worlds: Family Engagement in the Transition to Kindergarten**
Resources

- Program framework, practices, and family and community engagement resources
  - ISBE Framing Services Toolkit
  - ISBE Resources for Supporting Pre-K English Learners
  - Webinars on WIDA Standards and best practice
  - Illinois Coalition for Immigrant and Refugee Rights Partners List
  - BRYCS-Bridging Refugee Youth and Child Services
  - Dual Language Learner Toolkit

Training & T.A.
- Early Childhood Center of Professional Development
- Starnet
- Erikson Online Bilingual Certification
Questions?

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