

Overview: The New ISBE Bilingual Rules and Early Childhood Teacher Preparation Webinar: June 29, 2011

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Outcomes

Participants will:

- Receive information regarding the new ISBE bilingual rules and how they affect early childhood teacher preparation
- Examine the myths and misconceptions about second language learning in the early childhood classroom
- Gain knowledge on instructional strategies early childhood teachers will need to support linguistically and culturally diverse students

ISBE Bilingual Rules

- <http://www.isbe.net/rules/archive/pdfs/235ARK.pdf> Early Childhood Block Grant Administrative Rules
- <http://www.isbe.net/rules/archive/pdfs/228ARK.pdf> Transitional Bilingual Education Administrative Rules

Definitions

- **“Preschool Program”** means instruction provided to children who are ages 3 up to but not including those of kindergarten enrollment age as defined in Section 10-20.12 of the School Code [105 ILCS 5/10-20.12] **in any program administered by a school district, regardless of whether the program is provided in an attendance center or a non-school-based facility.** 228.10

Definitions

- Students of Limited English Proficiency means **students** in preschool,....whether born in the United States or born elsewhere, **whose home language background is a language other than English** and whose **difficulties in speaking, reading, writing, or understanding English** may be sufficient to deny them: the ability to meet the State's proficient level of achievement on State assessments; the ability to successfully achieve in classrooms where the language of instruction is English; or the opportunity to participate fully in the school setting. **228.10**

Identification

- Each school district shall administer a home language survey with respect to each student in preschool, for the purpose of identifying students who have a language background other than English. The survey should be administered as part of the **enrollment process** or for preschool programs, by the first day the student commences participation in the program. The survey shall include at least the following questions, and the student shall be identified as having a language background other than English if the answer to either question is yes:

Identification

- 1) Whether a **language other than English** is spoken in the **student's home** and, if so, which language; and
- 2) Whether the **student speaks a language other than English** and, if so, which language. **228.15**
- Shall take place for preschool programs, **after the student commences participation in the program, for the purpose of determining the student's eligibility for bilingual education services and, if eligible, the appropriate placement for the student.** For kindergarten, all students identified through the home language survey, including students previously screened when enrolled in preschool, must be screened using the prescribed screening instrument for kindergarten.

Screening

- **Criteria** to determine at what point performance on the screening instrument indicates that **children are at risk** of academic failure as well as to assess other environmental, economic and demographic information that indicates a likelihood that the children would be at risk; **parent interview (to be conducted in the parents' home language, if necessary)**, including at least the following:
 - for preschool education programs, a summary of the child's health history and social development; or
 - for prevention initiative programs, information about the parents, such as age, educational achievement and
 - employment history **235.20**

Screening

- Vocabulary, visual-motor integration, language and speech development, **English proficiency**, fine and gross motor skills, social skills and cognitive development **235.20**
- address how student progress will be assessed and documented and parents are routinely advised of their child's progress **235.30**
- where practicable, provision for the inclusion of program teaching staff in the screening process.

Screening

- Assess a preschool student's level of **English language proficiency (minimally in the domains of speaking and listening)**, in order to determine whether the student is eligible to receive bilingual education services. **The procedures may include, without limitation, established screening instruments or other procedures, provided that they are research-based.** Further, screening procedures shall at least:
 - **Be age and developmentally appropriate;**
 - **Be culturally and linguistically appropriate for the children being screened;**
 - **Include one or more observations using culturally and linguistically appropriate tools**

Screening

- **Use multiple measures and methods** (e.g., home language assessments; verbal and nonverbal procedures; various activities, settings, and personal interactions);
- **Involve family** by seeking information and insight to help guide the screening process without involving them in the formal assessment or interpretation of results; and
- **Involve staff who are knowledgeable** about preschool education, child development, and first and second language acquisition. For preschool programs using a screening procedure other than an established assessment tool where “proficiency” is defined as part of the instrument, **“proficiency” is the point at which performance identifies a child as proficient in English**, as set forth in the program’s proposed screening process.

Screening

- For any preschool student who **scores at the “proficient”** level, the school district may consider **additional indicators** such as teachers’ evaluations of performance, samples of a student’s work, or information received from family members and school personnel in order to determine whether the student’s proficiency in English is limited and the student is eligible for services. **228.15**

Program

- When a preschool program of the school district has an **enrollment of 20 or more students of limited English proficiency of any single language classification** other than English in an attendance center or a non-school-based facility, the school district **shall establish a TBE program** for each language classification represented by the students. If the preschool program of an attendance center or non-school-based facility has **19 or fewer students of limited English proficiency of any single language classification other than English**, then the school district shall meet the requirements of subsection (a)(2) of this Section when determining placement and the program to be provided.

228.25

Transitional Bilingual Education

- Each full-time **TBE** program shall consist of at least the following components : A) *Instruction in **subjects** which are either **required by law** or by the **student's school district**, to be given in the **student's home language and in English**; core subjects such as **math, science and social studies** must be offered in the student's home language;* B) *Instruction in the **language arts** in the student's home language;* C) *Instruction in **English as a second language**, which must align to the "**English Language Proficiency Standards for English Language Learners in PreKindergarten through Grade 12**" (2007),....and posted at www.wida.us/standards/elp.aspx. D) *Instruction in the history and **culture of the country**, territory, or geographic area which is the native land of the students or of their parents and in the history and **culture of the United States.** 228.30**

Transitional Program of Instruction

- **TPI must include instruction or other assistance in the student's home language to the extent necessary,** as determined by the district on the basis of the prescribed screening instrument or procedures, to enable the student to keep pace with his/her age or grade peers in achievement in the core academic content areas. A TPI program may include, but is not limited to, the following components: A) **instruction in ESL, which must align to the “English Language Proficiency Standards for English Language Learners in PreKindergarten through Grade 12” (2007),** www.wida.us/standards/elp.aspx. B) **language arts in the students' home language;** and C) **instruction in the history and culture of the country,** territory, or geographic area that is the native land of the students or of their parents and in the history and **culture of the United States 228.30**

Program: Spanish Language Arts

- Additional requirements for programs offering instruction in **Spanish language arts** in kindergarten and any of grades 1 through 12: i) For the 2011-12 school year only, a description of the steps the district will take to align its curriculum in the Spanish language arts with the standards required under Section 228.30(b)(4) this Part; and ii) For **2012-13** and each subsequent school year, a description of the methods by which the district will **measure and monitor its students' progress** with respect to the standards required under **Section 228.30**

Program

- **Preschool programs** established pursuant to Section 2-3.71 of the School Code [105 ILCS 5/2-3.71] that provide **bilingual education** services shall meet the requirements of 23 Ill. Adm. Code 235.30(d) (Early Childhood Block Grant) rather than the requirements of this subsection (b)(1). **228.30**
- the **child/staff ratio** for each classroom, which shall **not exceed a ratio of 10 children to one adult**, with **no more than 20 children** being served in each classroom; **235.30**

Program Participation

- If a student participates in a TBE or TPI in preschool or kindergarten, then that participation does not count towards the three-year total specified in Section 14C-3 of the School Code. **228.40**

English Language Learner Program Models

- Bilingual: Transitional Bilingual Education, Dual Language (50/50, 90/10), Two Way Immersion (TWI)
- English as a Second language: Transitional Program of Instruction, Bilingual Support
- NOT A MODEL: Traditional English only

Service Delivery Options

- Self contained
- Co-teaching
- Resource (push-in, pull-out)
- Others

Certification

- 1) Each individual assigned to provide instruction to students in a preschool program shall meet the requirements of 23 Ill. Adm. 235.20(c)(8)(A) (Early Childhood Block Grant). Teachers of children ages 3 to 5 years must hold an **initial, initial alternative, standard, master, provisional, provisional alternative, resident teacher, or visiting international teacher early childhood certificate**. (See Section 2-3.71(a)(3) of the School Code and 23 Ill. Adm. Code 1.Appendix A.)

Certification

- **By July 1, 2014,** Teachers of children ages 3 to 5 years who are assigned to a transitional bilingual program or a transitional program of instruction that is administered by a school district, either in an attendance center or a non-school-based facility, shall meet the requirements set forth in 23 Ill. Adm. Code 228.35 (Transitional Bilingual Education), as applicable.
- a) **Each individual assigned to provide instruction in a student's home language** shall meet the requirements for bilingual education teachers set forth in 23 Ill. Adm. Code 25 (Certification) and 23 Ill. Adm. Code 1 (Public Schools Evaluation, Recognition and Supervision), as applicable.
- b) **Each individual assigned to provide instruction in ESL** shall meet the requirements for ESL or English as a New Language teachers set forth in 23 Ill. Adm. Code 25 and 23 Ill. Adm. Code 1, as applicable.

For approval: 18 hours must include courses in each of the five following areas:

ESL

- a. Assessment of Bilingual Students (also counts toward bilingual approval)
- b. Methods & Materials for English as a Second Language (also counts toward bilingual approval)
- c. Cross-Cultural Studies for Teaching Limited-English Proficient Students (also counts toward bilingual approval)
- d. Theoretical Foundations for teaching ELL's (also counts toward bilingual approval)
- e. Linguistics

Bilingual a-d above AND

- a. Methods and Materials for Bilingual

True or False

1. Learning two languages during early childhood years will overwhelm, confuse, and/or delay a child's acquisition of English



True or False

2. Total English immersion from PreK-3 is not the best way for a young ELL to acquire English.



True or False

3. If bilingual program can't be provided, a traditional English-only will work.

True or False

4. Native English speakers will be delayed in dual language programs.

True or False

5. Young ELL children show academic but not social delays at Kindergarten entry

Espinosa 2010



Implications for Teacher Preparation

- Include explicit instruction on ESL strategies
- Include adaptations for ELL's based on language proficiency (MPI's) in lesson design
- Include practice in applying knowledge of culturally responsive practices to lessons
- Include explicit instruction on using first language
- Include ELL assessment practices

Language Proficiency Descriptors

Tabors 2006

	Second Language	First Language
Stage 1	Home language use: continue to speak their home language as if those around them could understand	
Stage 2	Non- verbal/observational: nodding, pointing, physical demonstration, watching, rehearsing	Non-verbal/observational: nodding, pointing, physical demonstration, PECs, signs, etc.

Language Proficiency Descriptors

	Second Language	First Language
Stage 3	Telegraphic: one or two word responses -formulaic speech	Telegraphic: one or two word responses -formulaic speech
Stage 4	Productive: phrases or short sentences (2-4 words) with grammatical errors that sometimes hinder comprehensibility	Productive: phrases or short sentences (2-4 words) with grammatical errors that sometimes hinder comprehensibility

Language Proficiency Descriptors

Second Language

Stage 5 Native fluency: Age appropriate receptive and expressive skills for social and academic purposes

First Language

Fluent: Age appropriate receptive and expressive skills for social and academic purposes

English as a Second Language: Instructional Strategies

- Identify language goals based on language proficiency level and plan instruction accordingly e.g. play scripts with key vocabulary (Echevarria, et.al)
- Use multi-sensory approaches to enrich context within authentic early childhood experiences e.g. pointing, using actions, demonstrating, using pictures, singing (NAEYC)
- Use interactive (dialogic) reading methods (Espinosa)
- Provide opportunities for authentic practice of new language with adult support as needed (Tabors)
- Use repetition, parallel talk, routines, intonation, slower speech rate to increase comprehensibility

Model Performance Indicators

www.wida.us

- Describe, with details, clothing needed by peers/dolls using to play a family car trip using props. E.g. "My baby needs the pink hat."
- Language function: Describe
- Topic: Family car trip
- Support: Clothing or other props

Home Language Support: Instructional Strategies

- Pre-read text in home language to build background knowledge (Tabors)
- Use bilingual individuals for academic, social and emotional support (Ballantyne)
- Include home language in daily activities e.g. turn and talk in home language about weather (Genesee)
- Use children's personal histories to create identity texts and use as part of culturally responsive curriculum (Ada)

Best Practices Include Families

- Send home newsletters with pictures of key vocabulary so parents can use first language to build background knowledge
- Encourage family projects that contribute to the curriculum e.g. making flowers for the flower shop
- Support parents in their roles as parent (Parent Café, Abriendo Puertas)

Indicators of Appropriate Assessment (NAEYC 2009)

- Assessments use multiple sources of evidence gathered over time.
- Assessment evidence is used to understand and improve learning
- Assessment evidence is gathered from realistic settings and situations that reflect children's actual performance.
- Staff and families are knowledgeable about assessment.

Book Reading: Child's Choice

- *"The Carrot"* (She pointed to the letter A and C and noted)
- *That's my letter, A, C for cat, and, and cake and computer*
- (She turned the page and began to "read")
- *The boy, he put the seed in the ground.*
- *His mom said, "It's not gonna come up"*
- *His dad said, "It's not gonna come up."*
- *His brother said, "It's not gonna come up."*
- *He water the plant. And nothin came up.*
- *He was waitin to grow. And nothin came up.*
- *And the family said, "It's not gonna come up."*
- *Then he water the plant more.*
- *He was waitin. And it growed. Big carrot!*
- *The end.*

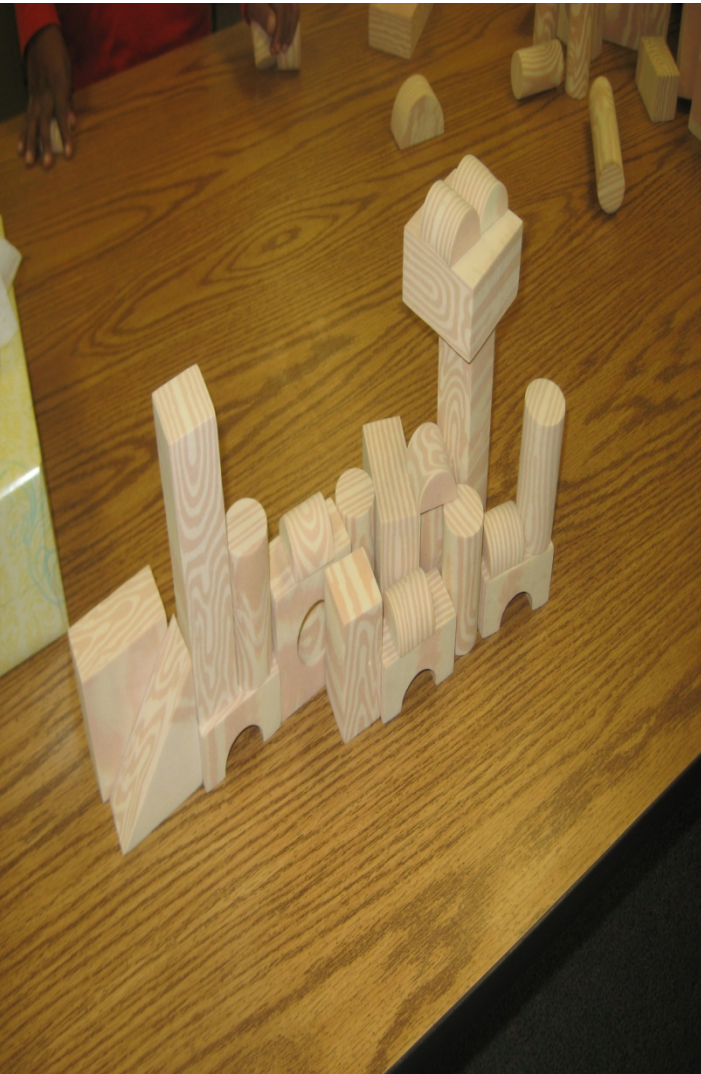
Book Reading: Teacher's Choice

- *A Train.*
- *Look D, D for dog.* (She pointed to the letters D in author's name, Donald Crews)
- *All the train tracks where the train go.*
- *A red train yi the yellow train and orange.*
- *The green and purple train.*
- *The train, it's so big train.*
- *The train go umm umm.*
- *The train, umm it's go in the tunnel.*
- *The train goin Chicago.*
- *The big bridge.*
- *It's night time. Ummm*
- *The End.*

Case Study

- C is a 5 year old boy who speaks Spanish. T is also 5 and he speaks Arabic. C and T were building castles in blocks. When students stepped over his castle C said "Stop guys". This happened 3 times. He repeated the same phrase each time. C saw a grid block and said "T, this yours." C tried placing it in T's castle but part of it fell over. C said "I can do it, sorry" and tried to fix it

Case Study

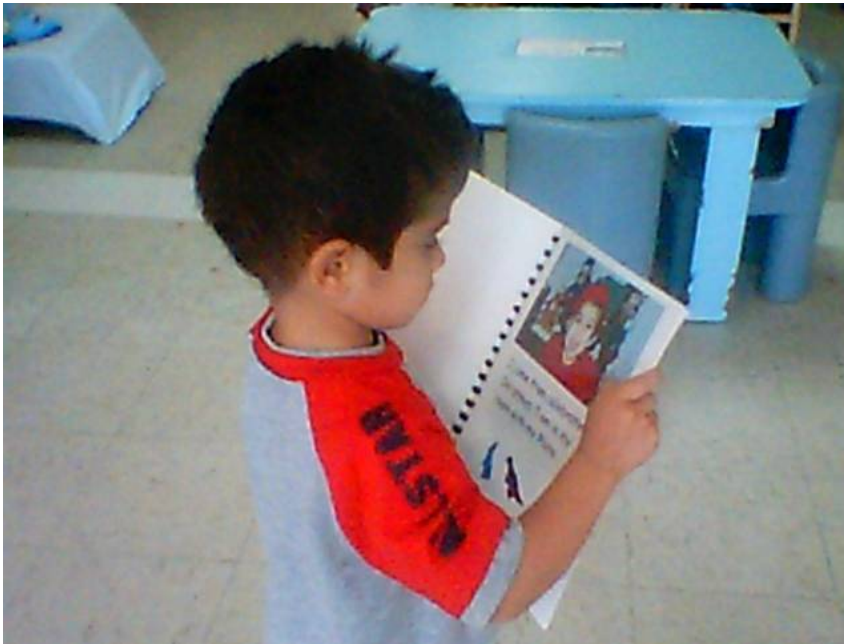


T went to C's castle and sat on it. C said "NOOOOO!" C picked up what was left of the castle and moved it farther away from T. C saw J, a native English speaking boy, walk by and calls to him, "J, J, J" J said "What?" C pointed to his castle and J picked up some blocks and parallel played next to C.

Planning for Carlos

WHAT CAN CARLOS DO IN HIS SECOND LANGUAGE?

WHAT INSTRUCTIONAL STRATEGIES WOULD SUPPORT HIS DEVELOPMENT?



Selected References

- Ada, A. F. & Campoy, F. I. (2004). *Authors in the classroom: A transformative education process*. Allyn & Bacon.
- Ballantyne, K.G., Sanderman, A.R. & McLaughlin, N. (2008). *Dual language learners in the early years: Getting ready to succeed in school*. Washington, DC: National Clearinghouse for English Language Acquisition
- Echevarria, J. J., Short, D. J. , Peterson, C. (2011) *Using the SIOP Model with Pre-K and Kindergarten English Learners*. Allyn & Bacon/Merrill.
- Espinosa, L. (2009). *Getting it RIGHT for Young Children from Diverse Backgrounds: Applying Research to Improve Practice*. Merrill/Prentice Hall.
- Genesee, F., Paradis, J. & Cargo, M. (2004) *Dual Language Development and Disorders: A Handbook on Bilingualism and Second Language Acquisition*. Brookes Publishing.
- Office of Headstart. (2008) "Dual Language Learning: What Does It Take?" <http://eclkc.ohs.acf.hhs.gov>
- Tabors (2006) *One Child, Two Languages: A Guide for Early Childhood Educators of Children Learning English as a Second Language*. Brookes Publishing.

Resources: Websites

- www.colorincolorado.org Bilingual resources for families and educators
- www.asha.org American Speech, language and Hearing Association resources on learning two languages
- www.NAEYC.org Teaching Young Children journal in Spanish, many policy and practice recommendations
- www.ncela.gwu.edu Webinars and research on training ELL teachers
- ww.wida.us World Class Instructional Design and Assessment

Reflection

- Write one word that describes what you are thinking or how you are feeling right now.

Your efforts have a powerful impact.

