# 5 Things You Must Do to Support Dual Language Learners from Birth through Kindergarten.

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# Outcomes:

**Participants will be able to give examples of best practices related to each of the following:**

- Who are your Dual Language Learners?

- How to get to know your families?

- What are effective models?

- Is your environment culturally responsive?

- What strategies support student growth and development?

# KNOW WHO YOUR DUAL LANGUAGE LEARNERS ARE

**Figure 1** | The Growing Percentage of English Learners in Districts Across Illinois, 2005–2015
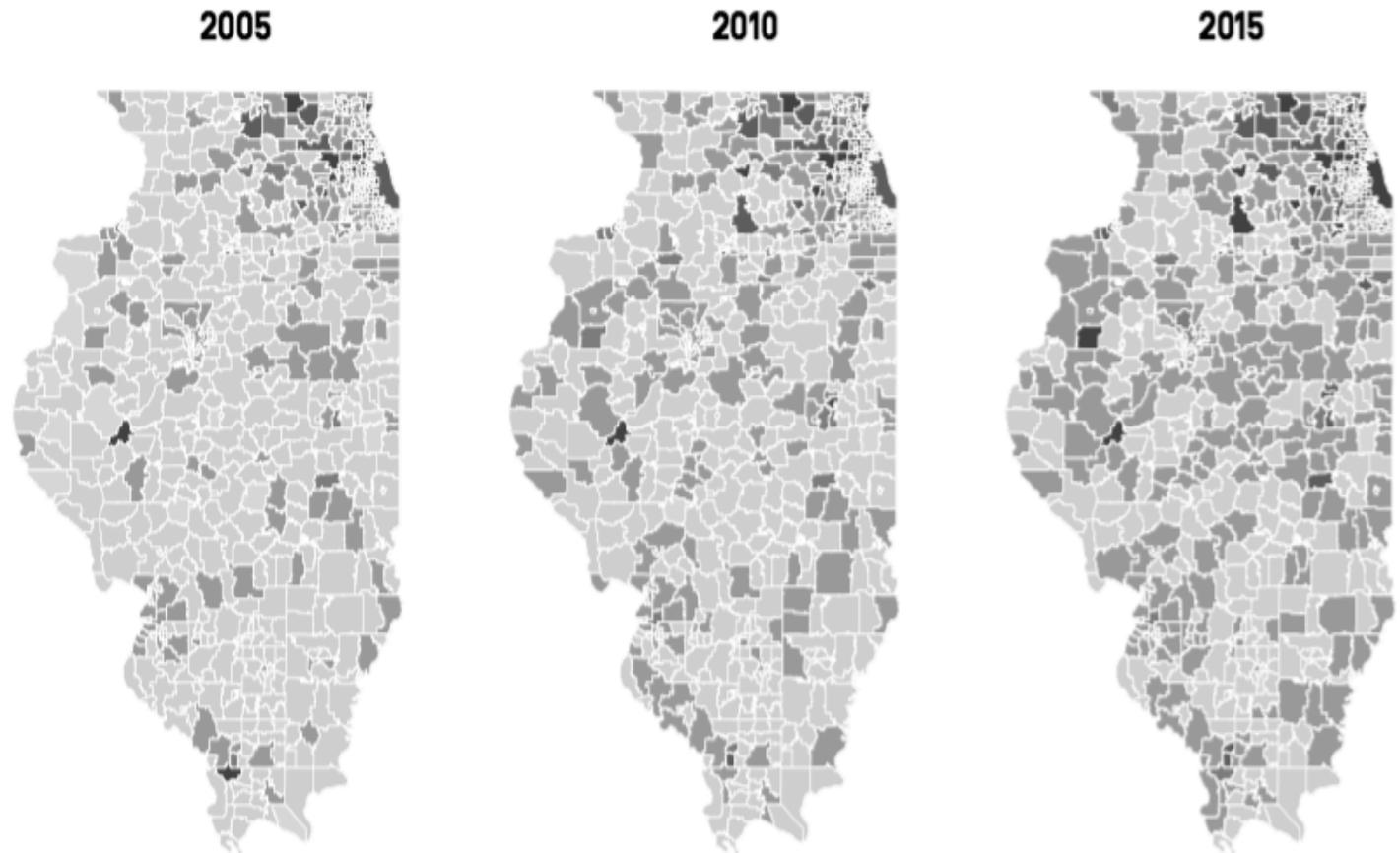
2005            2010            2015

- 0%
- 0.1–5%
- 5.1–10%
- 10.1–15%
- More than 15%
- No data

|  | Number | Share (%) | Number | Share (%) |
|---|---|---|---|---|
| **Total young child population (ages 0–8)** | **495,000** | **100.0** | **970,000** | **100.0** |
| **Age** | | | | |
| 0–2 | 154,000 | 31.1 | 307,000 | 31.6 |
| 3–4 | 115,000 | 23.3 | 223,000 | 23.0 |
| 5–8 | 226,000 | 45.7 | 441,000 | 45.5 |
| **Race/Ethnicity** | | | | |
| Hispanic | 309,000 | 62.3 | 61,000 | 6.3 |
| White/other | 98,000 | 19.8 | 650,000 | 67.0 |
| Asian | 70,000 | 14.1 | 21,000 | 2.2 |
| Black | 18,000 | 3.6 | 235,000 | 24.2 |
| American Indian | - | - | 3,000 | 0.3 |
| **Income and Poverty** | | | | |
| Below 100% of FPL | 125,000 | 25.3 | 215,000 | 22.2 |
| 100–199% of FPL | 136,000 | 27.4 | 164,000 | 16.9 |
| At or above 200% of FPL | 234,000 | 47.2 | 591,000 | 60.9 |
| **Parental English Proficiency** | | | | |
| Total parent population | 568,000 | 100.0 | 1,034,000 | 100.0 |
| LEP | 237,000 | 41.8 | N/A | N/A |
| **Parental Educational Attainment** | | | | |
| Total parent population (ages 25 and older) | 533,000 | 100.0 | 956,000 | 100.0 |
| Less than high school | 126,000 | 23.6 | 42,000 | 4.4 |
| High school diploma or equivalent | 127,000 | 23.9 | 181,000 | 19.0 |
| Some college | 114,000 | 21.4 | 317,000 | 33.2 |
| Bachelor's degree or higher | 166,000 | 31.1 | 415,000 | 43.4 |

FPL = Federal poverty level; LEP = Limited English Proficient.

*Notes*: Poverty level refers to the poverty thresholds used by the Census Bureau to measure the share of the population living in poverty. English proficiency is self-reported. LEP refers to American Community Survey (ACS)

# DLL Facts (MPI 2017)

## Table 2. Top Five Home Languages Spoken by Parents of DLLs in Illinois, 2011–15

|  | Spanish | Polish | Arabic | Chinese | Tagalog |
|---|---|---|---|---|---|
| Number of DLL parents | 330,000 | 30,000 | 15,000 | 14,000 | 13,000 |
| Share of DLL parents (%) | 58.2 | 5.2 | 2.6 | 2.4 | 2.3 |

Notes: The table excludes parents of DLLs who speak English only. Chinese includes Cantonese, Mandarin, and other Chinese languages.
Source: MPI analysis of U.S. Census Bureau pooled 2011–15 ACS data.

## Table 3. Pre-K Enrollment of Children (ages 3 to 4) in Illinois, by DLL Status, 2011–15

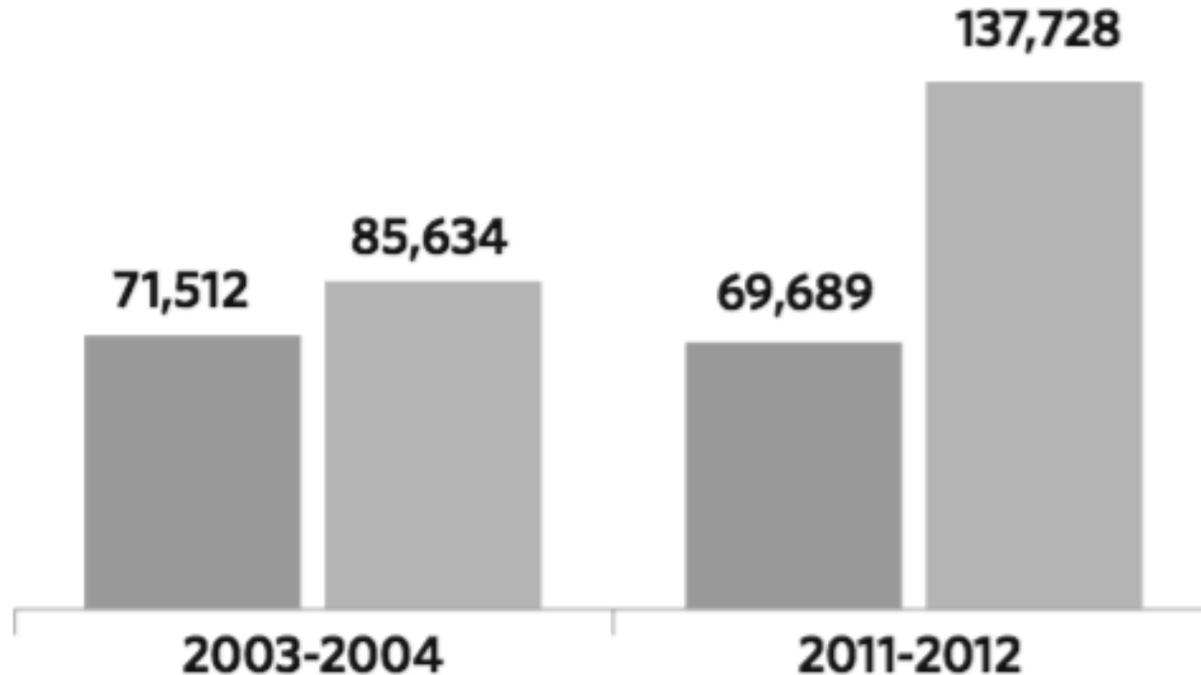|  | DLL Number | DLL Share (%) | Non-DLL Number | Non-DLL Share (%) |
|---|---|---|---|---|
| Total population | 111,000 | 100.0 | 219,000 | 100.0 |
| Enrolled in pre-K | 51,000 | 45.4 | 123,000 | 56.1 |

Note: These numbers exclude children ages 3 to 4 who were enrolled in kindergarten.
Source: MPI analysis of U.S. Census Bureau pooled 2011–15 ACS data.

# 65 % of PK-12 English Learners are concentrated in PK-3 grade

## Growth of EL Students in Illinois 2004-2012

■ Chicago    ■ Non-Chicago

| | 2003-2004 | 2011-2012 |
|---|---|---|
| Chicago | 71,512 | 69,689 |
| Non-Chicago | 85,634 | 137,728 |

http://www.isbe.state.il.us

# KNOW YOUR FAMILIES

# DLLs Are a Highly Diverse Group

- Languages

- Cultures

- Developmental Pathways

- Community Experiences

- Family Values and Beliefs

- Individual Child Characteristics

# Gathering Background Information

- Language Background

- Dual Language Development

- Language preference

- Home language experiences

- English language experiences

- Individual characteristics of the child

# Types of Early Childhood Bilingualism

## SIMULTANEOUS

Children who learn more than one language from birth

## SEQUENTIAL

Children who begin to learn another language after their first language is at least partially established

# Home Language Survey
## Available in 41 Languages

**Home Language Survey**

The state requires the district to collect a Home Language Survey for every new student. This information is used to count the students whose families speak a language other than English at home. It also helps to identify the students who need to be assessed for English language proficiency.

Please answer the questions below and return this survey to your child's school.

Student's Name: _____

1. Is a language other than English spoken in your home?

       Yes _____          No _____

       What language? _____

2. Does your child speak a language other than English?

       Yes _____          No _____

       What language? _____

If the answer to either question is yes, the law requires the school to assess your child's English language proficiency.

_____    _____
Parent/Legal Guardian Signature             Date

# Language Screening

# SELECT AND IMPLEMENT EFFECTIVE MODELS

Early childhood programs should be prepared to optimize the early experiences of DLLs by holding high expectations, capitalizing on strengths-including cultural and linguistic strengths- and providing them with the individualized developmental and learning supports necessary to succeed in school.

A. Licensed Child Care Centers

B. Head Start Programs

C. School-based Preschool Programs

D. All of the above

# 1. English with Home Language Support

|  | What language do children speak? | What language do the teachers speak? | How is language used for instruction |
|---|---|---|---|
| Head Start | -Some children speak English as home language<br>-Some children share another home language or have a variety of home languages and perhaps speak English | -One teacher is fluent in English and one is fluent in the language of many of the children.<br>OR<br>Both teachers are fluent in both languages | -English is the language of instruction using ESL techniques<br>-Home language  is used to support development and learning, and to engage families |
| ISBE: TPI | AND<br>-Less than 20 children at a site share the same home language | -One teacher must be fluent in English and have ESL endorsement on PK license<br>-Teacher assistant may be bilingual or only speak English | -Same as above |

# Language Allocation Plan
## TPI Model

| SCHEDULE | ACTIVITY | TIME | ESL Teacher | Bilingual Paraprofessional |
|---|---|---|---|---|
| Arrival | Table time Vocabulary Development | 10 | English | Urdu with individuals |
| Large group | Attendance Schedule Message Investigation | 10 | English/ ESL | Supports provided as needed-no concurrent translation |
| Small group | Concept development: Embedded in centers **OR** Set aside when enough adults available | 5-10 per group | English 3 days/ week if set aside time | Urdu 2 days/week if set aside time |
| Centers | Plan Snack Choice Time | 60 | English-targeted children | Urdu Targeted children |
| Gross Motor | Teacher directed activities using an ESL techniques Music/Movement<br><br>Transitions | 30<br><br><br><br>5 | English | Supports provided as needed-no concurrent translation |
| Read Aloud | Different books on related topic from OR Same book with different objectives | 20 | English 3 days/wk | Urdu small group read or preview/ review 2 days/wk |
| Dismissal | Review | 10 | English | Urdu |

# Each full-time TBE program shall consist of at least the following components:

A) Core subjects 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 WIDA standards

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.

School Code 228.30.

# 2. Bilingual: One-way Dual

|  | What language do children speak? | What language do the teachers speak? | How is language used for instruction |
|---|---|---|---|
| Head Start | Not described | Not described | Not described |
| ISBE: TBE | 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 teachers are both fluent in both languages.<br><br>Models may be 90:10 or 80:20 and change gradually to 50:50 around 3$^{rd}$ grade. | Instruction that addresses<br>- all standards (IELDS/WIDA)<br>- ESL<br>- Culture of students or their parents<br>- Typical program begins in EC and continues through at least elementary school. |

# Language Allocation Plan

### Full Bilingual: 80:20
Spanish 125 minutes
English 30 minutes

| SCHEDULE | ACTIVITY | TIME | Teacher | Paraprofessional |
|---|---|---|---|---|
| Arrival | Table time Vocabulary Development | 10 | Spanish | Spanish |
| Large group | Attendance Schedule Message Investigations | 10 | Spanish | Spanish |
| Small group | Concept development: Embedded in centers **OR** Set aside when enough adults available | 5-10 per group of 4 or 5 | Spanish | Spanish |
| Centers | Plan Snack Choice Time | 60 | Spanish | Spanish |
| Gross Motor | Adult directed activities 50% Spanish/ 50 % English using alternate day or alternate week schedule Music/Movement<br><br>Transitions | 30<br><br><br><br><br><br><br>5 | Spanish/ English | Spanish/ English |
| Read Aloud | Differentiated language objectives in English based on EELD/ESLD level | 20 | Spanish/4 days/wk English1 days/wk | Spanish/ English |
| Dismissal | Review | 10 | Spanish | Spanish |

# Language Allocation Plan

**Co-Teaching Model**
80:20
Spanish  125 minutes
English 30 minutes

| SCHEDULE | ACTIVITY | TIME | Teacher (English) | Teacher (Spanish) | Parapro-fessional |
|---|---|---|---|---|---|
| Arrival | Table time Vocabulary Development | 10 | English | Spanish | Spanish |
| Large group | Attendance Schedule Message Investigations | 10 | English/ ESL | Spanish Split into 2 groups depending on  class composi-tion/ schedule | English/ Spanish |
| Small group | Concept development: Embedded in centers  OR Set aside when enough adults available | 5-10 per group of 4 or 5 | English based on child's needs | Spanish based on child's needs | Spanish/ English |
| Centers | Plan Snack Choice Time | 60 | English | Spanish | Spanish-targeted children |
| Gross Motor | Teacher directed activities using an ESL techniques Music/Movement  Transitions | 30  5 | English | Spanish | Spanish/ English Depending on children with whom they are playing |
| Read Aloud | Oral language Comprehension | 20 | English | Spanish | Spanish/ English |
| Dismissal | Review | 10 | English | Spanish | Spanish |

# 3. Bilingual: Two-way Dual

| | What language do children speak? | What language do the teachers speak? | How is language used for instruction |
|---|---|---|---|
| Head Start | Many of the children speak one language (not English) Many other children speak English | Teachers are fluent in both languages OR One teacher is fluent in English and one is fluent in the other language AND use 50:50 model | Two languages used for instruction at designated, equal and predictable time periods. Lessons are not retaught based on language. |
| ISBE: TBE | 50% of children speak English as home language and 50% speak other language as home language. | Teacher and teacher assistant are fluent in both languages. MODELS include; 90:10, 80:20 and gradually move to 50:50 by 3rd grade or some begin as 50:50 | Two languages used for instruction based on language allocation plan. Lessons are not retaught based on language. |

## Bloques de Instrucción en el Programa Dual

### -programa de educación preescolar de medio día-

Los horarios deben estar alineados con el plan de asignación de idioma

Early Childhood: 80% español, 20% English

| Actividades y Tiempo<br>720 minutos de instrucción por semana | |
|---|---|
| **Grupo Grande y Grupo Pequeño**<br>*maestro facilita la(s) actividad(es)*<br><br>incluye las artes del lenguaje en dos idiomas<br><br>Grupo Grande: 75 minutos por semana<br>Grupo Pequeño: 75 minutos por semana<br><br>English Language Arts: 70 minutes per week (large or small group)<br>30 minutes per week of Social Emotional Curriculum | Early Childhood has one planned Bridge per week.<br><br>Bridging (metacognitive connections) between languages occurs daily based upon student readiness and need. |
| **Juego Autodirigido**<br>*estudiantes eligen la(s) actividade(s)*<br>*la instrucción ocurre de una manera natural a través del juego*<br><br>80 minutos por día   400 minutos por semana | |
| **Elección Estudiantil de Idioma**<br>*estudiantes eligen el idioma para las actividades de cada día:*<br>*diario de diálogo y lectura independiente* | |

**Specials:**

# Selecting a Model

|  | Questions/Information |
|---|---|
| Analyze Child/Family Characteristics | What do families need to know? <br> What are family preferences? <br> Where are families in terms of acculturation? <br> What does community trend data tell you? <br> How many children are not properly served in this configuration? |
| Review of Human Resources | What certifications? <br> What training is needed by staff? <br> What recruitment strategies are being used? |
| Model | What instructional strategies are most effective to build biliteracy skills? <br> What instructional strategies are most effective to build English skills? <br> What resources are needed? |
| Rationale Model Selection | What research supports this selection? <br> How will it be shared across the school community? |

# DESIGN A CULTURALLY RESPONSIVE ENVIRONMENT

# Key Instructional Practices

- **Culturally Responsive**

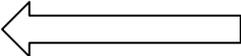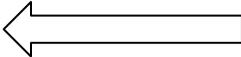- **Comprehensible Input**

- **Higher-level thinking**

# ECERS 3 – Diversity #29

5.1   Two different types of dramatic play props

5.2   At least 10 positive examples of diversity with at least 1
        example each of books, displayed pictures, play materials

5.3   Classroom materials include at least 4 of the 5 types of
        diversity

- Race
- Culture
- Age
- Differing abilities
- Non-traditional gender role

# Foundational Practices
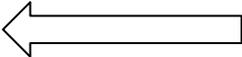
- Use of home language
- Representation of cultural funds of knowledge
- Indicators of family values
- Validation of identity
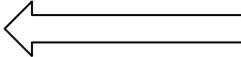
1-Use of home language?

2-Use of cultural funds of knowledge?

3-Represent family values?

4-Validate sense of identity?

1-Use of home language?

2-Use of cultural funds of knowledge?

3-Represent family values?

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1-Use of home language?

2-Use of cultural funds of knowledge?

3-Represent family values?

4-Validate sense of identity?

1-Use of home language?

2-Use of cultural funds of knowledge?

3-Represent family values?

4-Validate sense of identity?

## At Home Activity:

In your child's folder you will find a colored piece of paper. Have your child trace his or hand onto the paper. (You may help your child do this)

On the hand, help your child write his or her favorite things:

What is your...

Favorite Food? Favorite Animal? Favorite Toy?

Favorite thing to do with you Family?

What do you want to be when you grow up?

Please write ALL of your child's responses *IN YOUR HOME LANGUAGE*, so we can show and represent ALL children's languages that are within our class.

*Feel free to decorate your picture however your child would like! Be creative!

* REMEMBER: This is your child's work; there is NO right or wrong. *

Esta es mi Familia, por _Brisa_



| Papá (Noel) | Yo (Brisa) | Mamá (Reina) | Hermano (Noel JR) | Hermana (Maricruz) | Hermana (Noemi) | Hermana (Mairely) | Novio Ramon |

Lo que más nos gusta hacer como familia es _Ver Peliculas, en el Fin de semana asemos_ _bamos de compras bamos juntos a misa Toda mi familia me cui_ y me quieren mucho Mairely le gusta mucho aser peinados ella me peina.

Una tradición o costumbre que tenemos como familia es _ir a mexico durante el verano_ _en navidad asemos Tamales - buñuelos_
_El verano es muy diferente, nos gusta ir ala alberca, alos parques, asar carne af_
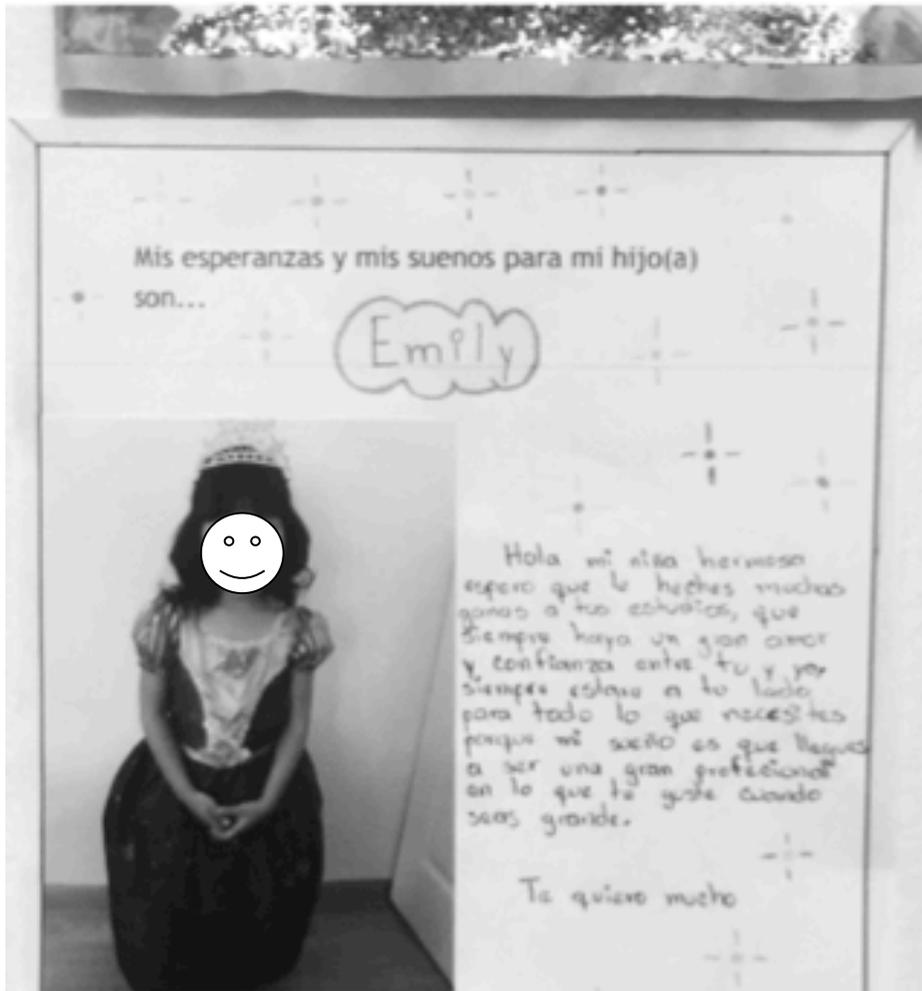
Esta es mi Familia, por _____



Papá    Mama    Jairo    Jonathan    Joel
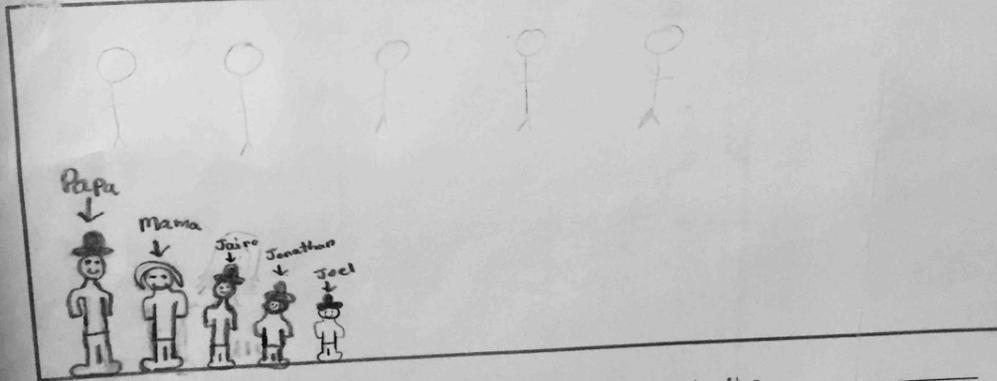
Lo que más nos gusta hacer como familia es _Ver Peliculas Juntas y comer Palomitas_
_____

Una tradición o costumbre que tenemos como familia es _Sentarnos a comer todas_
_Juntos en la mesa_

# Dreams
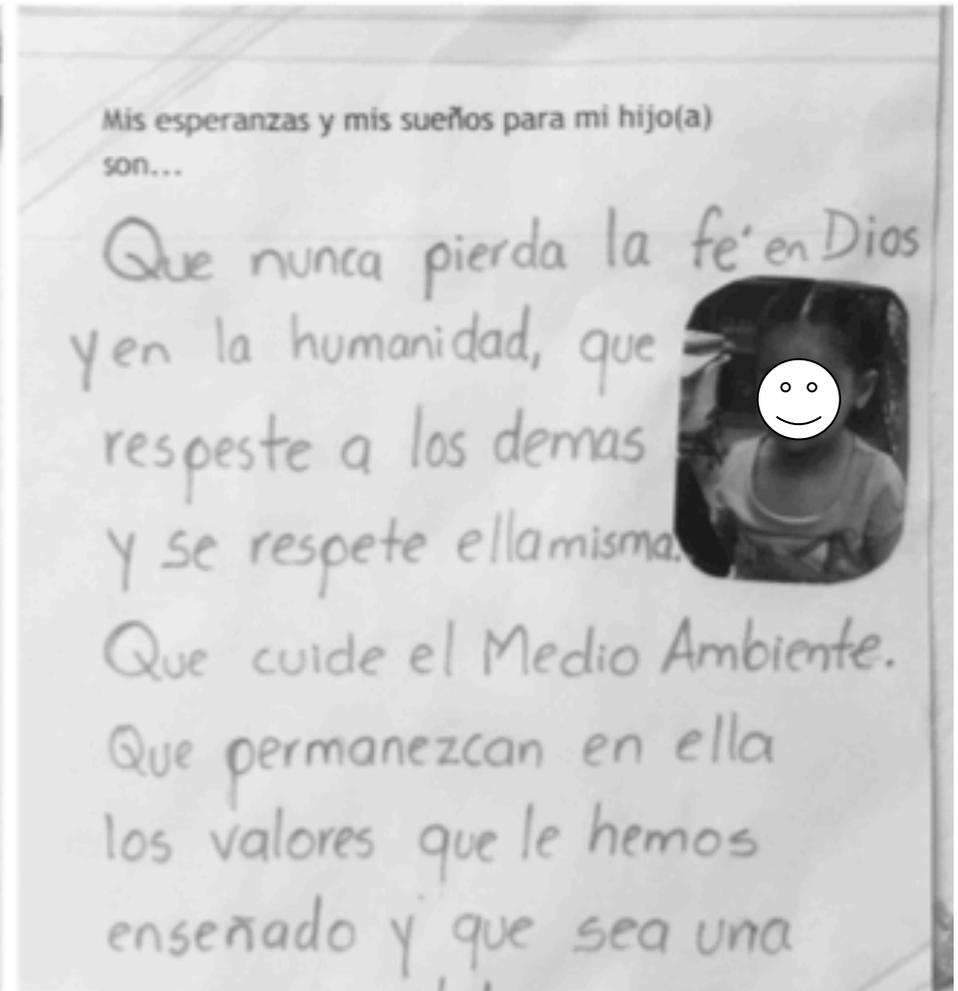
# Culturally Responsive Themes

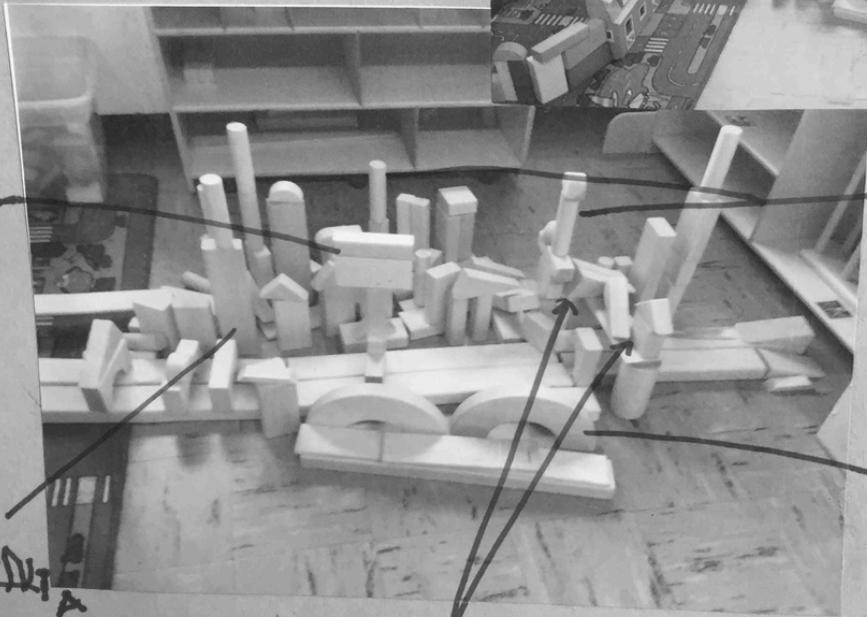# Follow Students' Lead to Culturally-responsive Themes

# EL RANCHO

## GRANJA



AVION

ESPANTAPÁJAROS

TORMENTA

PUENTE

CASAS

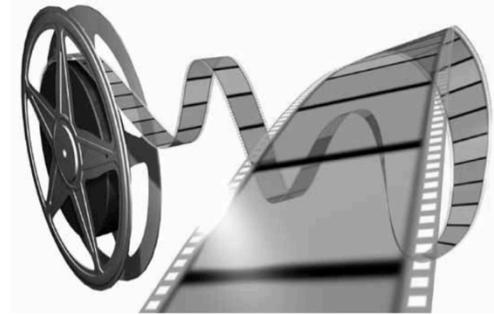# STRATEGIES THAT SUPPORT STUDENT GROWTH

# Key Instructional Practices

- **Culturally Responsive**

- **Comprehensible Input**

- **Higher-level thinking**

# Learning a new language
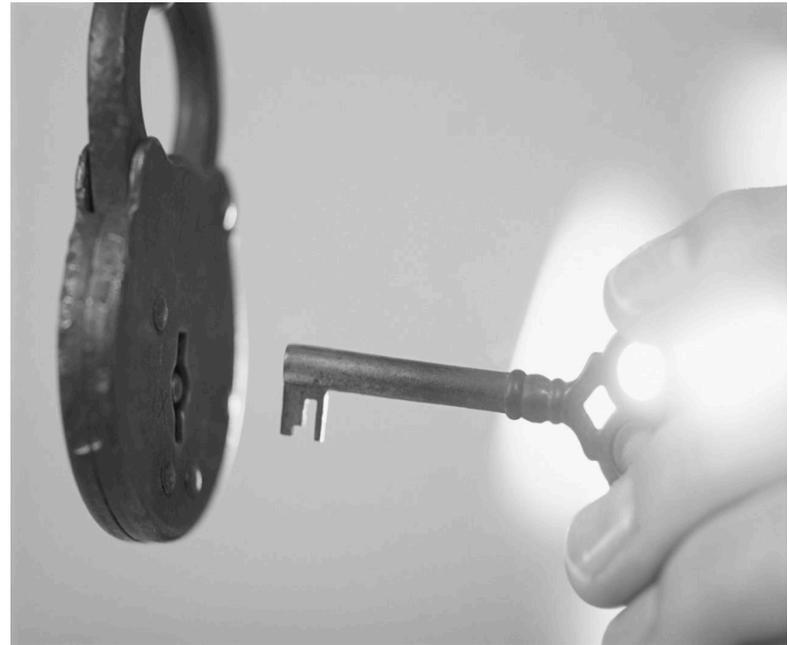
Watch the video clip.

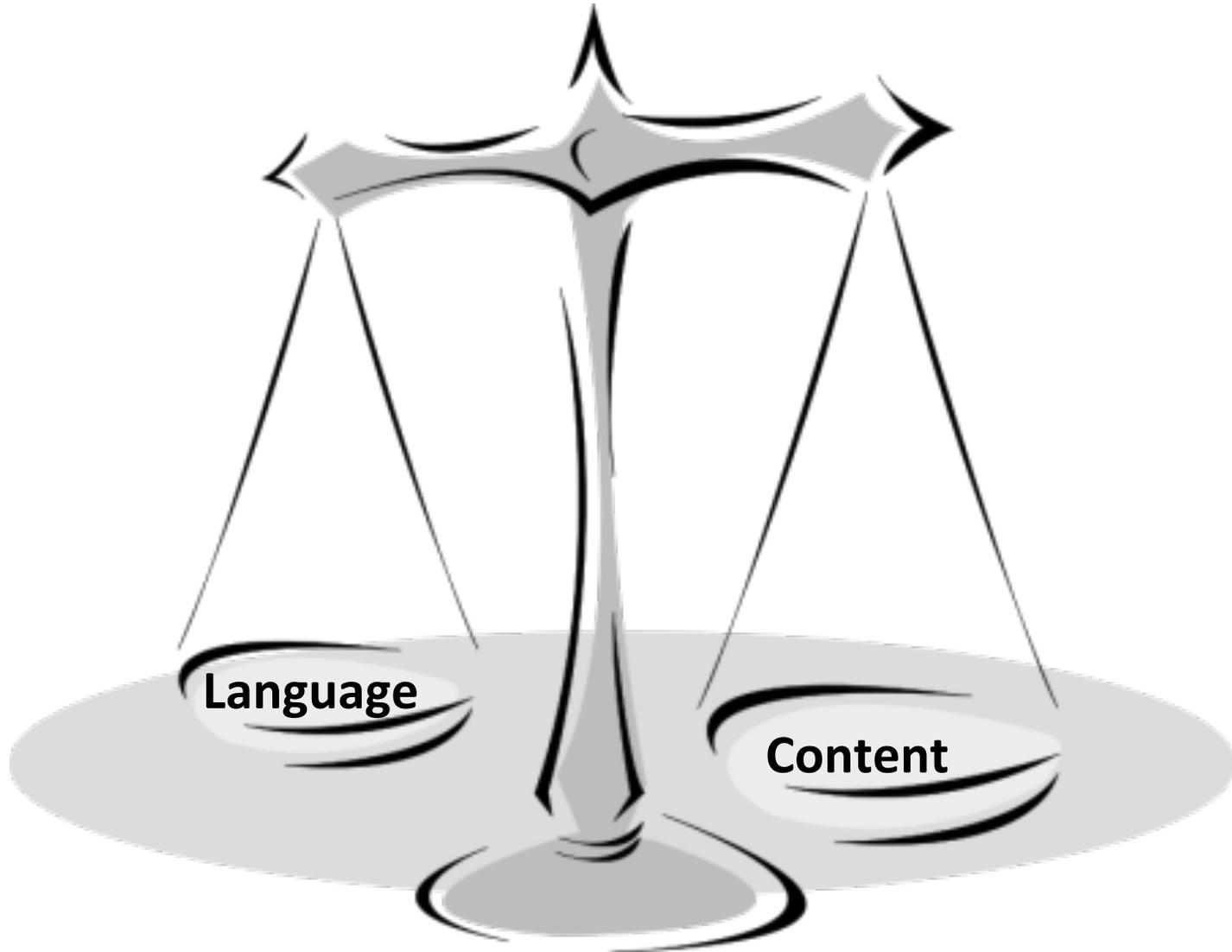# Comprehensible Input
## Choose which strategies helped you



1.
2.
3.
   Expression
4. Rate of Speech
5. Prior Knowledge
6. Cultural Background
7. Language  level
8. Development level
9. Wait time

# Key Instructional Practices

- **Culturally Responsive**

- **Comprehensible Input**

- **Higher-level thinking**

# Higher Level Thinking

# Making Butter

# Music and Movement

# Read Aloud Turn and Talk

# Next Steps

- Who are your Dual Language Learners?

- How to get to know your families?

- What are effective models?

- Is your environment culturally responsive?

- What strategies support student growth and development?

# Future Trainings from the Birth to Third Continuity Project

- Webinars and in-person seminars

- Implementing Play-based Instruction

- Vertical Articulation and Alignment with Prek-3rd and Self Assessment

- What to Look for in a Developmentally Appropriate Classroom cross-walked with the Danielson Framework

*Type topics into chat box for your additional ideas/interests/needs*

# References

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- Espinosa, L. (2009). *Getting it RIGHT for Young Children from Diverse Backgrounds: Applying Research to Improve Practice.* Merrill/Prentice Hall.
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- Nemeth, K. N. (2012*) Many languages, Building Connections: Supporting Infants and Toddlers Who are dual language learners*. Gryphon House.
- Park, M. & O'Toole, A. & Katsiaficas, C. 2017. *Dual Language Learners: A Demographic and Policy Profile for Illinois.* Washington, DC: Migration Policy Institute
- Tabors (2006) *One Child, Two Languages: A Guide for Early Childhood Educators of Children Learning English as a Second Language*. Brookes Publishing.
- Taylor, S. K., & Cummins, J. (2011). Second language writing practices, identity & the academic achievement of children from marginalized social groups: A comprehensive view. Writing & Pedagogy, 3(2), 181-188.

# Additional Digital Resources

- Illinois early learning project http://illinoisearlylearning.org/

- National Center on Cultural and linguistic Responsiveness

    http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic
- Teaching at the Beginning Videos
  https://www.youtube.com/channel/UCKQ5FgGVIFpdt36_sv9FL-Q
- World Class Instructional Design and Assessment.
  http://www.wida.us/standards/EarlyYears.aspx

If you need CPDU's, please email Ashley Long at amlong3@ilstu.edu