

Supporting DLLs in Superdiverse PreK-3 Programs: Findings from Two Studies

Webinar

March 21, 2018



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Presenters



Margie McHugh, Director, National Center on Immigrant Integration Policy, MPI



Maki Park, Senior Policy Analyst, Migration Policy Institute



Megina Baker, Lecturer, Boston University



Mariela Páez, Associate Professor, Lynch School of Education, Boston College



Laurie Olsen, SEAL (Sobrato Early Academic Language Model) Strategic Advisor, the Sobrato Organization



MPI National Center on Immigrant Integration Policy

Primary Areas of Work:

- *Education and Training:*
 - *Early Childhood*
 - *K-16*
 - *Adult Education and Workforce Development*
- *Language Access and Other Benefits*
- *Governance of Integration Policy*

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Origins and Context for Today's Releases

- *Superdiversity: a largely unacknowledged and unexplored program context with significant implications for programs seeking to effectively serve immigrant and DLL children*
- *Today's publications are part of a larger effort involving:*
 - *Call for papers*
 - *Expert symposium, November 2017*
 - *Sociodemographic report released in February*
- *Overall goals:*
 - *Make plain the heterogeneity of DLLs*
 - *Work with key stakeholders to understand and map implications*
 - *Identify efforts to improve system and program designs*



Growing Superdiversity among Young US DLLs and its Implications

GROWING SUPERDIVERSITY AMONG YOUNG U.S. DUAL LANGUAGE LEARNERS AND ITS IMPLICATIONS



By Maki Park, Jie Zong, and Jeanne Batalova



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<http://bit.ly/2EFEVbj>

Key Findings:

- Changes in immigration patterns are leading to higher levels of linguistic diversity among DLLs overall, as well as within growing subgroups (Asian DLLs, Black DLLs, and young children of refugees)
- Linguistic diversity is high among many states and counties, with many DLL families speaking home languages other than Spanish (although Spanish remains the most prevalent language across most states)



Today's Releases

THE LANGUAGE OF THE CLASSROOM Dual Language Learners in Head Start, Public Pre-K, and Private Preschool Programs



By Megina Baker and Mariela Páez



The Language of the Classroom: Dual Language Learners in Head Start, Public Pre-K, and Private Preschool Programs

By Megina Baker and Mariela Páez

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Supporting Dual Language Learner Success in Superdiverse PreK-3 Classrooms: The Sobrato Early Academic Language Model

By Anya Hurwitz and Laurie Olsen

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SUPPORTING DUAL LANGUAGE LEARNER SUCCESS IN SUPERDIVERSE PREK-3 CLASSROOMS

The Sobrato Early Academic Language Model



By Anya Hurwitz and Laurie Olsen





Megina Baker



Megina Baker is an Early Childhood teacher educator at Boston University, and a researcher on the Pedagogy of Play project at Harvard Graduate School of Education's Project Zero.

She completed her PhD at Boston College, where her research focused on learning from community-nominated early childhood teachers who excel in teaching young Dual Language Learners.

Dr. Baker has over ten years of experience as a teacher of young children, both in the United States and in Sweden, and in collaboration with the Boston Public Schools, co-authored an integrated, play-based curriculum for Boston's kindergartens called Focus on K2. She is also a mother of two young bilingual children.



Mariela Páez



Mariela Páez is Associate Professor at the Lynch School of Education, Boston College. She has a PhD in human development and psychology from the Graduate School of Education at Harvard University. Her research interests include bilingualism, children's language and literacy development, and early childhood education.

Dr. Páez has taught courses in second language and literacy learning, child development, and methods of early childhood teaching. In addition, she has carried out professional development related to the education of English Language Learners (ELL)/ Dual Language Learners (DLL) with early childhood principals and teachers including Head Start programs. From 2000 to 2005, she was the Co-Investigator of the *Early Childhood Study of Language and Literacy Development of Spanish-speaking Children*. From 2007-2011, she was the Principal Investigator for the Early Childhood Intervention Study: *Improving the Language and Literacy Skills of Spanish-English Bilingual Kindergartners*. In 2013, she was appointed to the Early Literacy Expert Panel of Massachusetts, and helps develop recommendations for improving reading proficiency among students in the state.

Currently, she is conducting a study investigating practices of exemplary teachers for DLLs across different early childhood programs. She is also co-editor of *Latinos: Remaking America* (with Marcelo Suárez-Orozco, 2002, 2008).



The Language of the Classroom: Dual Language Learners in Head Start, Public PreK, and Private Preschool Programs



Megina Baker

School of Education
Boston University

Mariela M. Páez

Lynch School of Education
Boston College

DLLs and Early Childhood Education

- Early childhood landscape includes Head Start, public pre-K programs and private preschool/child care programs
- In 2015, DLLs were reported to be 29% of Head Start enrollment nationally, and 25% from Latino Spanish-speaking families (Head Start Program Facts)
- DLLs can highly benefit from participation in these programs as they learn language, early literacy, and math skills, which contribute to their school readiness (Buysse, Peisner-Feinberg, Pérez, Hammer, & Knowles 2014)
- DLL children demonstrate unique developmental profiles-- particular developmental pathways for cognitive, language, and social emotional skills (McCabe et al., 2013; National Academy of Sciences, 2017; Pérez et al., 2006)

Recent Policy Efforts & DLLs

- Federal level new regulations Office of Head Start and the Program Performance Standards (McNamara, 2016)
- NAEYC Guidelines and Position Statements
- NCLB 2001 and new Every Student Succeeds Act (ESSA) 2016
- State level Massachusetts Department of Early Education and Care Policies and Guidelines (2010)
- State level MA law Chapter 71A (2002) mandating Sheltered English Immersion for DLLs in K-12

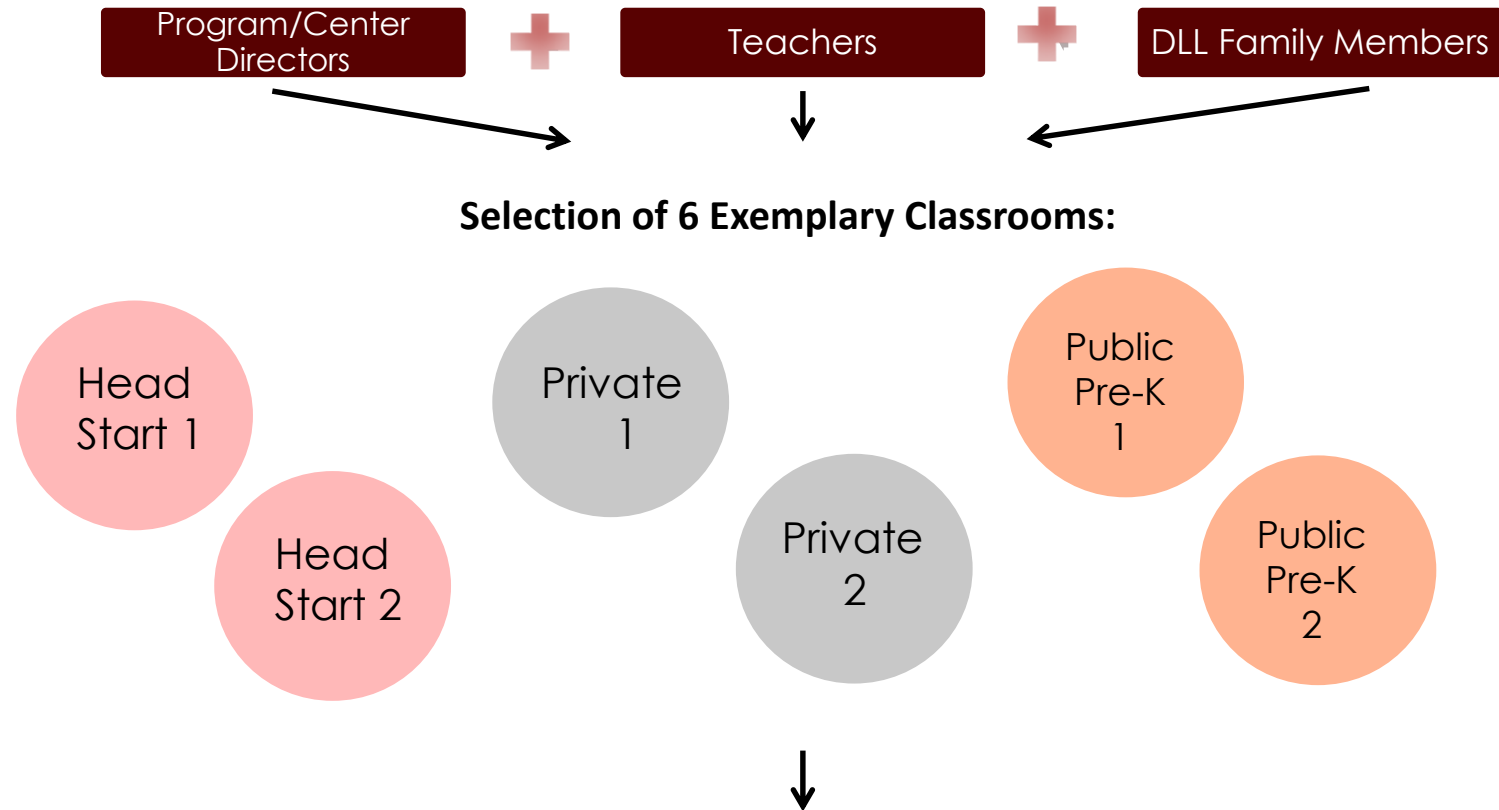
Research Questions

The present study investigates language use patterns across three types of programs including Head Start, public Pre-K, and private preschools, with a focus on the following questions:

- What are the instructional and language use practices employed by exemplary teachers to support DLL children in superdiverse settings?
- What are the similarities and differences in these practices across different types of early childhood programs?



Methodology



Data Sources:

- 9 semi-structured interviews with directors
- 12 semi-structured interviews with teachers
- coffee hours, focus groups, and surveys with DLL family members
- 24 classroom observations (including 1 video observation per classroom)
- Classroom artifacts and children's work samples from each classroom

Head Start

Children: 2,500 children served at 37 sites in Boston and surrounding area

Languages: 62% DLL (program-wide), broad linguistic diversity
Languages in classroom: Albanian*, Amharic, Arabic*, English, Haitian-Creole, Portuguese, Spanish, and Somali

Staffing: 2:20, 1 lead teacher, 1 assistant
teacher skills and preparation varied

Language Model: No set model, predominantly English instruction with home language supports

Private

Children: 22-42 children per site (1 site per program)

Languages: 33% DLL, broad linguistic diversity

Languages included: Chinese, English, Hebrew, Japanese, Kannada, Korean, Malayalam, Marathi, Norwegian, Portuguese, Spanish*

Staffing: 2:22, co-teaching model with additional adult supports
teacher skills and preparation B.A., M.Ed.

Language Model: English, with home language targeted support

Public Pre-K

Children: 2,400 K1 (preschoolers) across approx. 80 schools

Languages (district-wide): 46% DLLs, 75 languages spoken
Languages in participating classrooms: Spanish* and English*

Staffing: 2:22 (2:15 for inclusion classrooms),

1 lead teacher, 1 paraprofessional

teacher skills and preparation include B.A., M.Ed. and ESL certification (or SEI)

Language Model: Mainstream English, Sheltered English Immersion (SEI),
a few Dual-Immersion classrooms

Data Analysis Approach

- Thematic qualitative analysis to allow for deep understanding of teaching practices (Braun & Clarke, 2006; Saldaña, 2009)
- Coded interviews, observations, and videos iteratively; triangulation of data sources
- Due to the small scale and specific context of the study, generalizability of this study is limited
- Classrooms were observed using the Early Literacy and Language Classroom Observation Pre-K (ELLCO PreK) and found to be high-quality



Bienvenidos a nuestro salon Spanish

Miresevini ne klasen tone Albanian

Bienvenue dans notre salle de classe French

আমাদের শ্রেণীকক্ষে আপনাদের স্বাগতম Bengali

مرحبا بكم في صفنا Arabic

Findings: Exemplary Practices in the Superdiverse Classroom

Home Languages (L1) Shared

- embedding L1 in instruction
- whole-group conversations in L1
- L1 for classroom management
- scaffolding whole-group experiences
- Storytelling/Story Acting
- Using L1 for assessment of learning and development

Home Languages NOT Shared

- staff as a resource (including for assessment)
- family contributing L1 materials
- labeling areas and materials
- rituals and routines incorporating L1s
- inviting families in
- children as experts
- targeted assistant/volunteer recruitment

Findings: Shared Home Language

Embedding L1 in Instruction



Findings: Both Shared and Not Shared Children using L1s during Play



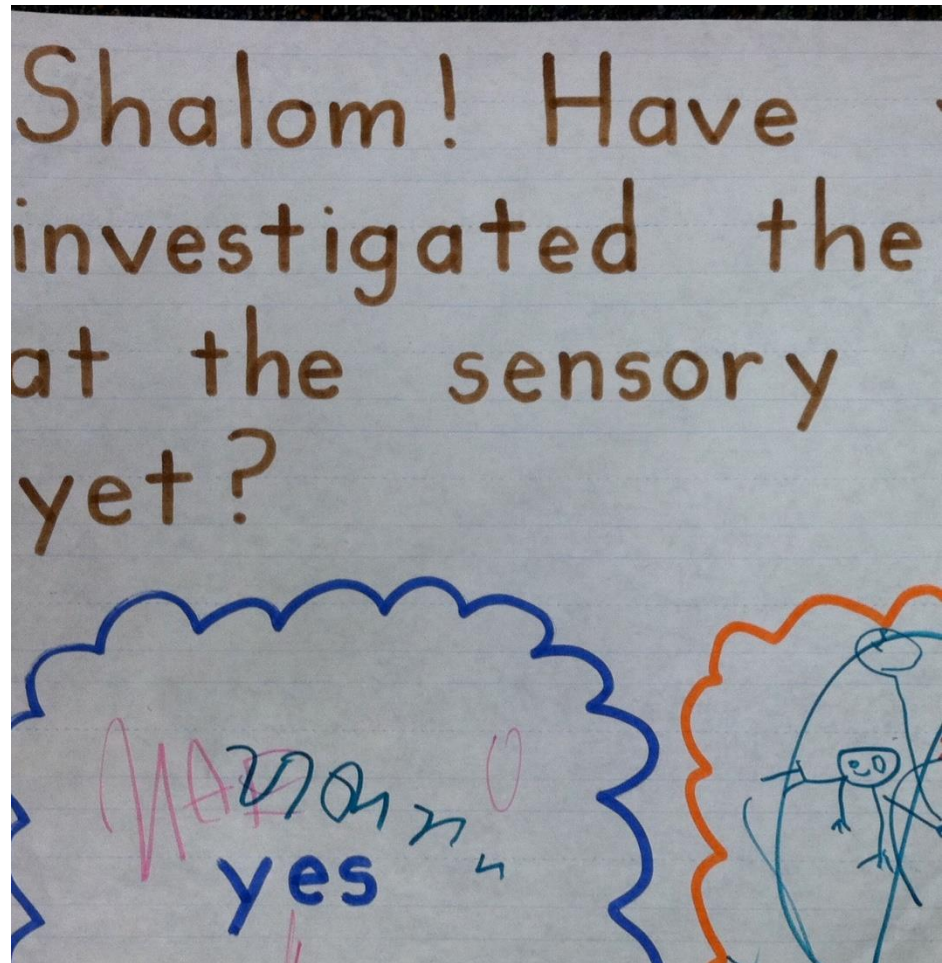
"We don't have to encourage them [to speak Spanish]. They just do"

(Public Pre-K teacher interview)

Findings: Both Shared and Not Shared *Storytelling/Story Acting*



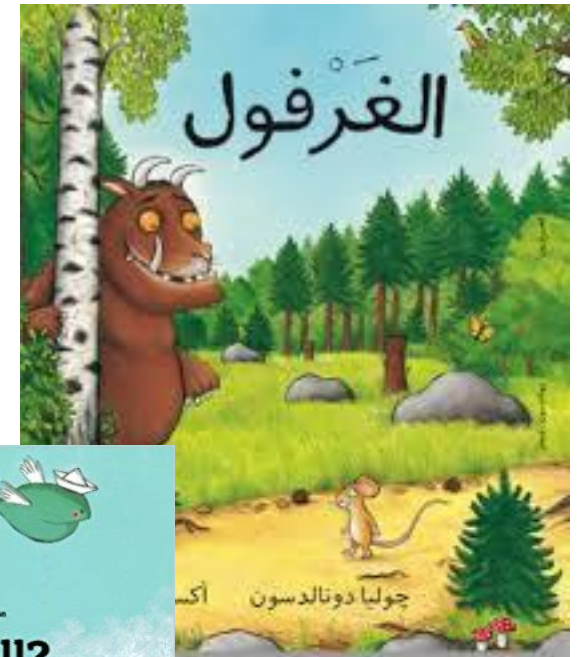
Findings: No Shared Home Language *L1s in Routines and Rituals*



“During morning meeting...there is always this emphasis on different languages, **greeting in different languages and counting in different languages**, which kind of sends the message to the kids that it's great to be able to know more than one language instead of focusing on purely English.”

(Private preschool parent focus group)

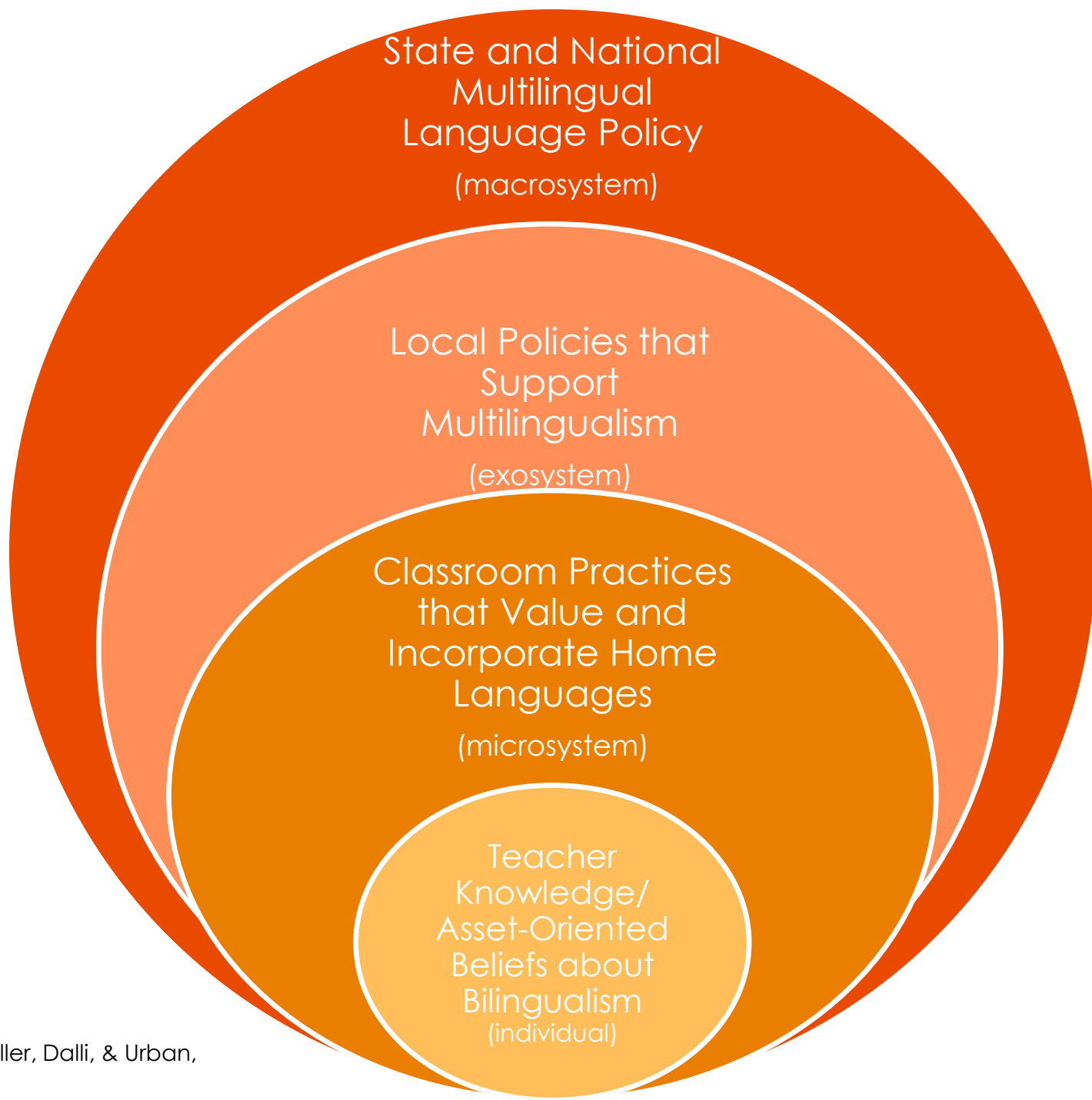
Findings: No Shared Home Language Families Contributing L1 Materials



Home Language Uses	Teaching Goals
Building Relationships through Language and Culture	To cultivate a sense of belonging for DLL children, build and maintain relationships, and foster social-emotional well-being (e.g. with terms of endearment)
Classroom Management	To manage behavior, state expectations
Environment and Routines	To cultivate metalinguistic awareness (e.g. appreciate that there are many languages, languages look and sound different from each other)
Curriculum, Instruction, and Assessment	Multiple purposes including: ● To develop language (e.g. teaching vocabulary, fostering oral language skills) ● To teach concepts and skills (e.g. science or math concepts) ● To assess learning ● To cultivate cultural and linguistic competence and awareness



I try to make them feel like they have a sense of belonging...we use the home language to meet their needs. To appreciate their culture and their language. To show them there are different languages spoken, to expose them to different languages.
(Head Start teacher interview)



(inspired by Miller, Dalli, & Urban,
2012)



Thank you to all of the Head Start, public Pre-K, and private preschool teachers, children, families, and directors who contributed their expertise to this study.



Laurie Olsen



Laurie Olsen is the Director of the Sobrato Early Academic Language (SEAL) initiative of the Sobrato Family Foundation, currently being replicated in 69 schools across 12 school districts in California. She has spent the last five decades researching, writing, advocating, and providing leadership development and technical assistance on educational equity with an emphasis on immigrant and English Learner education, language access and rights.

Working with hundreds of school districts, school leadership teams and county offices of education across the nation, Dr. Olsen has designed and implemented powerful PreK-12th grade English Learner programs and services, which support effective school change strategies. Her Secondary School Leadership for English Learner Success series has reached hundreds of educators throughout California. She currently serves on the California Public Schools Accountability Advisory Committee, and on state Superintendent of Instruction Tom Torlakson's Accountability Task Force.

Dr. Olsen has many publications on English Learner education, including *Made in America: Immigrants in U.S. Schools* and *Reparable Harm: Fulfilling the Unkept Promise of Educational Opportunity for California's Long Term English Learners*. For 23 years, she directed California Tomorrow's work in K-12 education. She holds a PhD in social and cultural studies in education from U.C. Berkeley, and serves on the Executive Board of Californians Together – a coalition to protect the rights of English Learners.

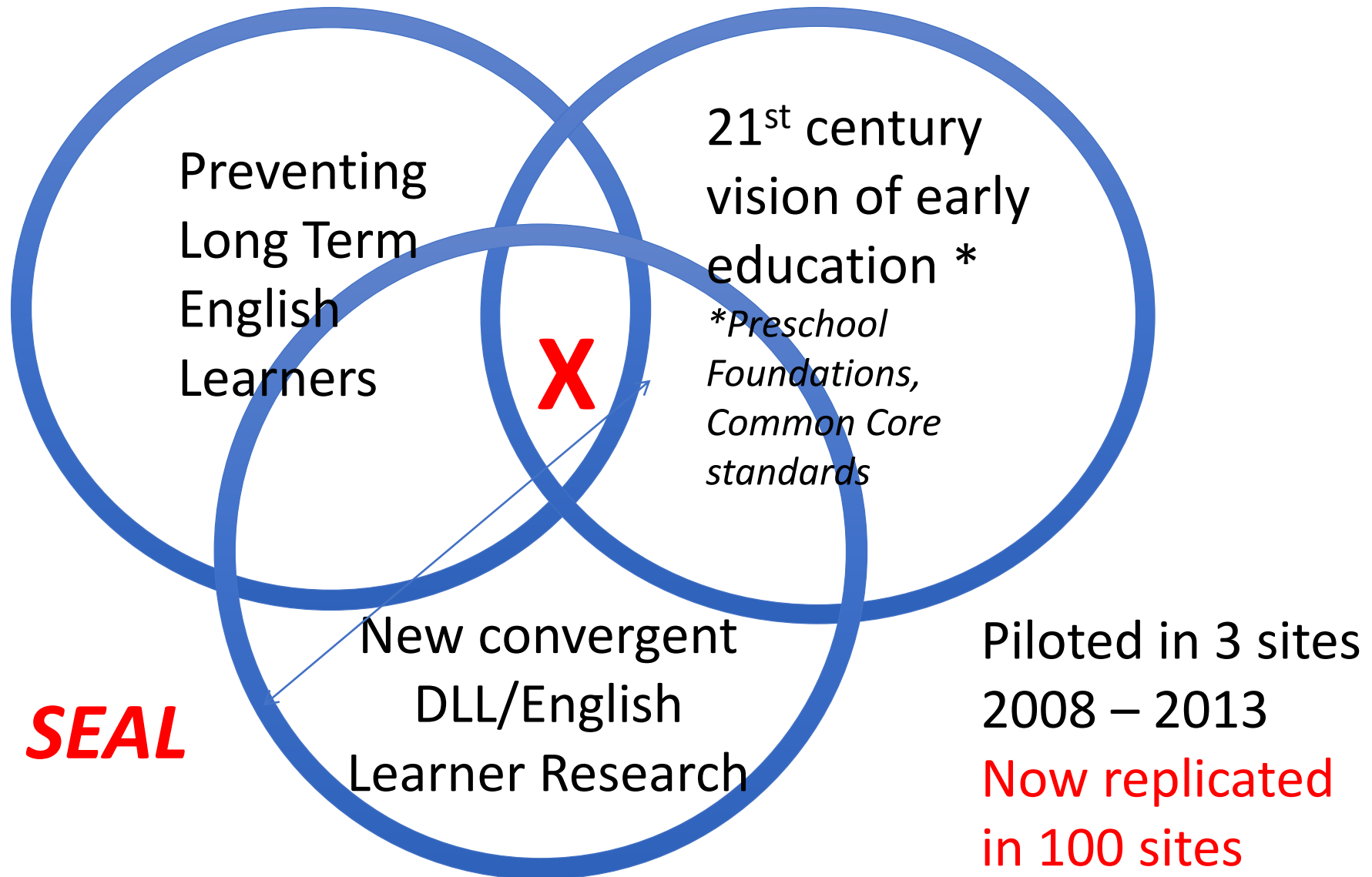
Supporting Dual Language Learner Success in Superdiverse PreK-3 Classrooms: The **SEAL** Model

Laurie Olsen, Ph.D.

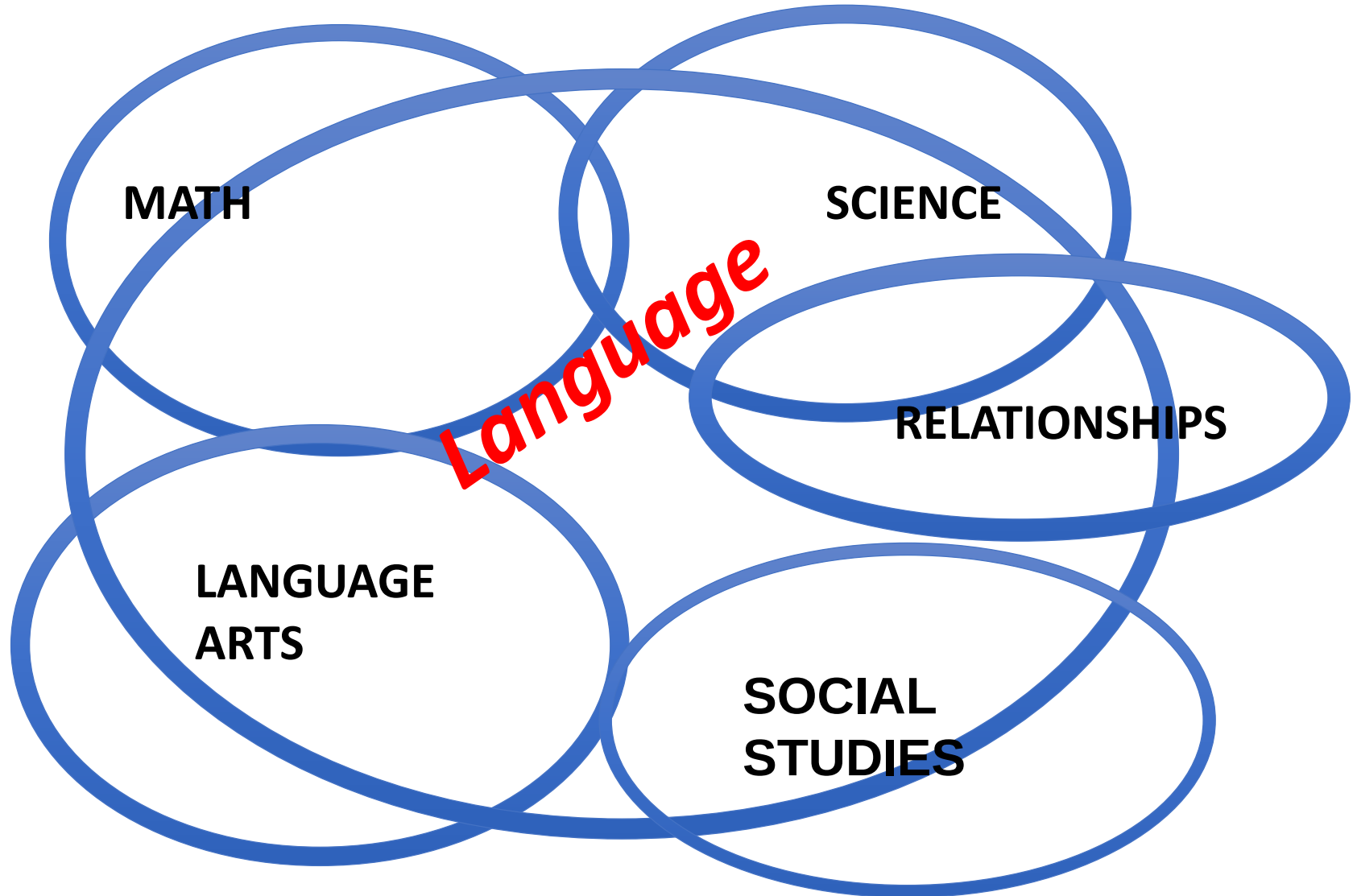
(Based on article co-authored with Anya Hurwitz)



THREE FOUNDATIONS OF PreK-3 **SEAL** MODEL



1. Dual Language Learners PreK-3
2. Language is central to all areas of learning



The Opportunity/the Questions

- SEAL Model from pilot (3 sites) to replication (100+ sites): *“What happens when you go to scale? Do the impacts hold up in different contexts?”*
- From bilingual/dual language programs to English-only schools and from linguistically isolated Spanish-speaking communities to “superdiverse” settings: *“What adaptations in the model are needed in order to address the needs of superdiverse settings?” “Should instruction differ in a setting that includes multiple cultural and linguistic backgrounds?”*

“Superdiversity”

- More than 6 languages
- No more than 6 students per language



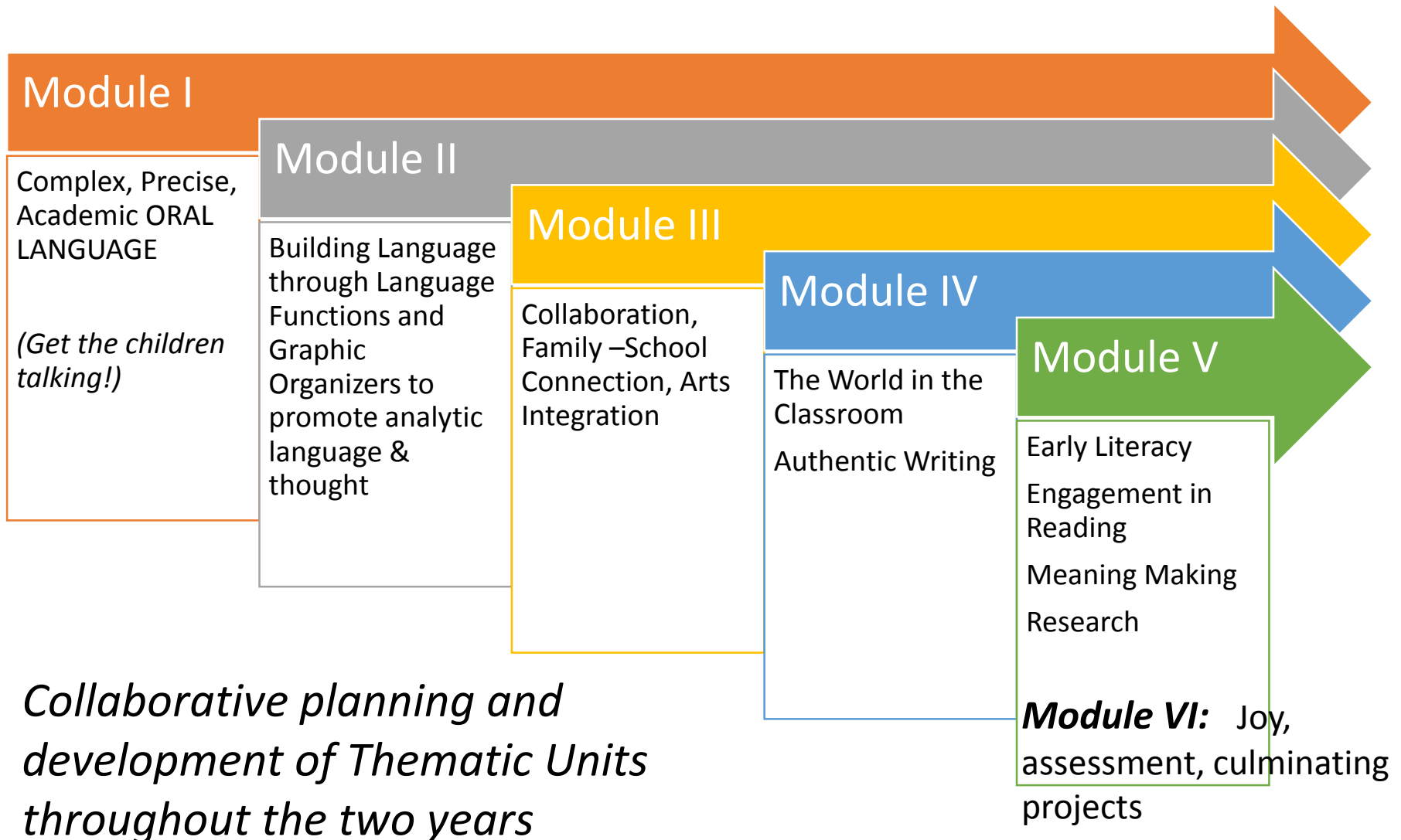
Pre-SEAL Themes within Superdiverse Settings: Teacher Reflections

(interviews, focus groups)

- Lack of awareness of the role of a child's home language in overall language development, as a foundation for English, for academic learning
- Challenge of focusing on students as DLL/ELs
- Teacher difficulty in communicating and connecting with parents and families
- Challenges of building English proficiency
- Benefits of English as shared language and shared bond of being English Learners

The **SEAL** Journey (PreK-3)

2 years of professional development



Oral Language!



Complex language

That geologist is the _____.

The geologist is _____ than _____.

The geologists dig.

The patient geologists dig.

The patient, careful geologists dig.

The patient, careful geologists dig in the dirt.

The patient, careful geologists dig slowly in the dirt.

The patient, careful geologists dig slowly in the dirt
and kneel above their discovery.

The _____, _____, _____, _____, _____.

and _____, _____, _____.

_____, the _____, _____, _____, _____.

Hands-on, inquiry based learning



Enriched environments



Build community - Collaboration



Engage children in Writing & editing



Grappling with high level content





Create
dramatic play
areas
(PreK-K-
TK)...

Leading to
Researcher
Centers

Build a shared language....



Opportunities for family engagement



Affirm languages and cultures



To do all of that with....

- Understanding of the dual language brain (*e.g., metalinguistic awareness, transfer, process of second language acquisition*)
- Understanding the importance of children seeing themselves in the classroom and curriculum
- Understanding the power of messaging
- Finding ways to engage the child's home language, to support children as bilingual/bicultural beings

Pre and post Survey examples

Statement	Before (retrospective)			-----After-----		
	Rarely /Never	Sometimes	Always/ Often	Rarely/ Never	Sometimes	Always/ Often
I create an environment that supports hands-on, inquiry based centers and dramatic play linked to the thematic unit	24%	45%	31%	1%	9%	90%
I teach complex, high-level vocabulary and discourse -including focus on language functions related to academic content	15%	54%	31%	1%	3%	96%
I provide access to content and materials in students' home language	28%	37%	35%	6%	25%	69%

Post-SEAL (*Retrospective Teacher Survey**)

- Marked growth in understanding EL needs, and self-reported use of all of the research-based practices from pre- to post-SEAL
- Vast majority of teachers report they implement these practices “always/often” (84% - 98%)
- Students have higher English proficiency, stronger language development, greater engagement
- Rise in parent/family engagement
- Students appear to have deeper respect and feel more connected with children of other cultures and languages

Summary Findings:

- Overall SEAL approach results in strong teacher efficacy and use of research-based strategies related to meeting the needs of DLL/ELLs – superdiverse as well as other settings
- In superdiverse settings, three aspects of the implementation model support adaptation to special challenges:
 - Coach Facilitator
 - Teacher collaboration time
 - Availability of resources

Implications

- Coaching, teacher collaboration time, capacity building and job-embedded support, translation and special materials are needed – and are resource issues for the system
- Recognize “superdiverse settings” as a specific typology with both shared and unique challenges and opportunities with bilingual and more homogeneous English-instructed settings
- Role of home language is important for teachers in English-instructed settings to understand – adapting bilingual pedagogy to the superdiverse context



Maki Park



Maki Park is a Senior Policy Analyst at the Migration Policy Institute's National Center on Immigrant Integration Policy, where her work focuses on early childhood policies affecting children of immigrants and Dual Language Learners (DLLs) from birth to age 8 in the United States and internationally.

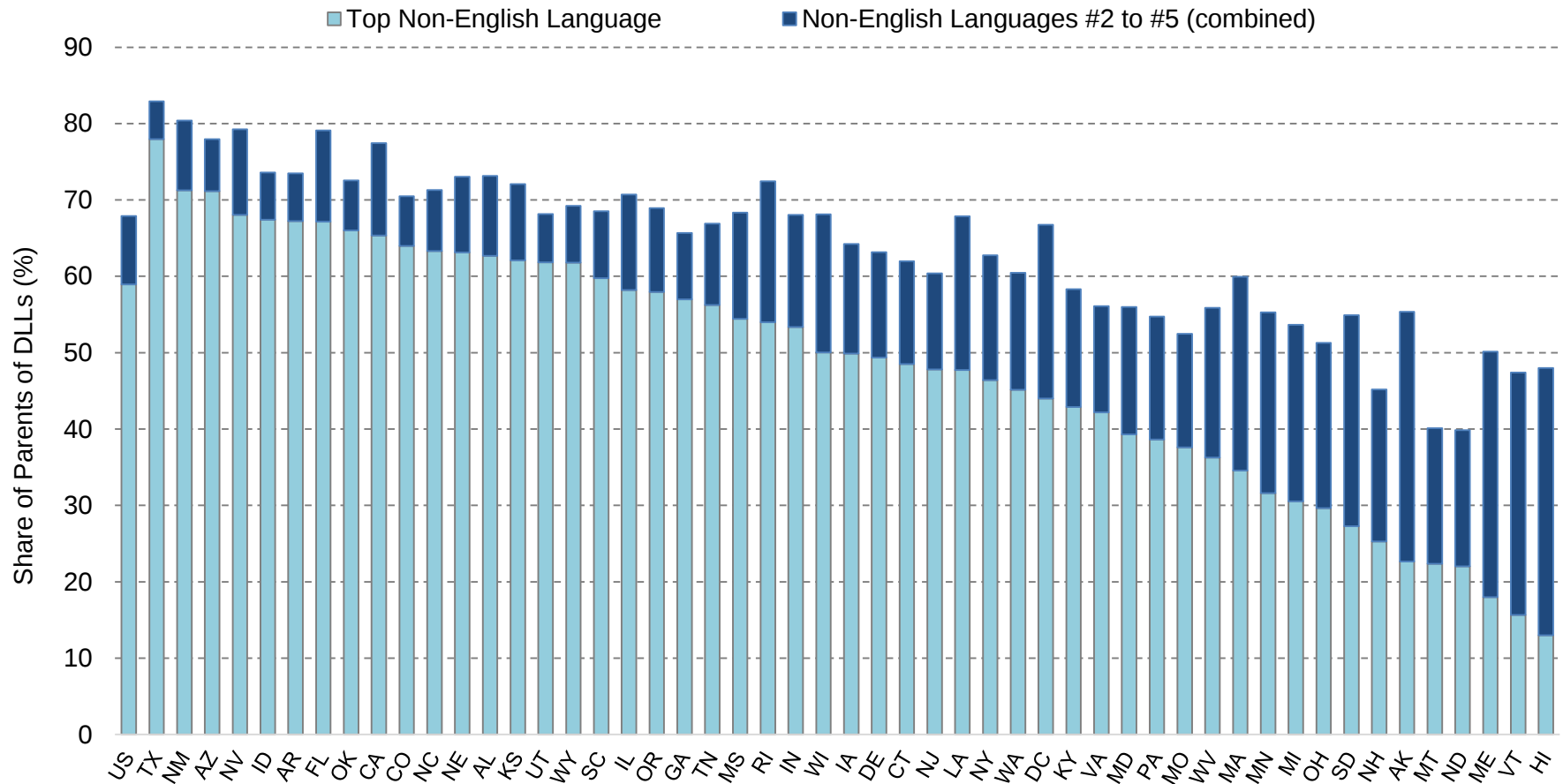
Previously, Ms. Park worked as Director of Outreach and Program Manager at WorldTeach, based at Harvard's Center for International Development, where she oversaw recruiting and admissions operations and managed the organization's program in Guyana. She has also worked as an education consultant in Malawi and served as a Peace Corps Volunteer in Turkmenistan.

Ms. Park holds a master's in international education policy from Harvard University's Graduate School of Education, and earned her bachelor's degree with a double major in French and government with a concentration in international relations from Cornell University.



Growing Linguistic Diversity at the State Level

Share of Parents of DLLs Who Speak the Top Non-English Languages in Each State, (%), 2011–15



Note: Spanish was the top language in all states except in Alaska, Hawaii, and Maine.

Source: MPI analysis of pooled 2011–15 ACS data.



Implications: Superdiversity in ECEC Programs and Systems

- ***Recognizing superdiversity as a distinct typology to point to the need for:***
 - ***Additional Research***
 - ***Instructional Approaches and Teacher Preparation***
 - ***Assessment Tools and Strategies***
 - ***Language Access Provision***
 - ***Improved Data Collection***

- ***The critical role (and challenge) of effective family engagement in superdiverse settings***



Q & A

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LEARNER SUCCESS IN SUPERDIVERSE
PREK-3 CLASSROOMS**

The Sobrato Early Academic Language Model



By Anya Hurwitz and Laurie Olsen





Upcoming Webinar

April 12, 2018

***Responding to Early Childhood
Education and Care Needs of Children of
Asylum Seekers and Refugees in Europe
and North America***

**Check our website in coming weeks for more
information and to register**

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Thank You For Joining Us!

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