Professional Development Provider Content
Knowledge: The Science of Early Learning

LEARNING TABLE ON BUILDING EQUITABLE EARLY PROFESSIONAL DEVELOPMENT SYSTEMS
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Presentation adapted from BUILD’s DLL Learning Table
Session Objectives

• Overview science that informs best practice for young DLLs
• Highlight what this looks like in practice
• Discuss key policy implications for state leaders
Terminology Matters...

Dual Language Learners are children learning two (or more) languages at the same time, as well as those learning a second language while continuing to develop their first (or home) language.

Percent Change in US Total and ELL Pre-k to 12 Enrollment

Migration Policy Institute, 2010
Average NAEP Reading Scores for ELLs 1998-2011

- **2011**: Average score for all 4th grade students, **221**
- Non ELL, **225**
- Basic = **208**
- Proficient = **238**
- Low poverty = **238**
- High poverty = **203**
What does the science tell us?

Summarized by Castro & Espinosa, (2014)

• The young bilingual brain processes language differently from monolingual children and this neural adaptation influences several aspects of cognitive and linguistic development.

• The acquisition of two languages in young children has no inherent or long-term negative social, linguistic or cognitive consequences, and has been linked to advantages in specific social, linguistic and cognitive domains.
What does the science tell us?

Summarized by Castro & Espinosa, (2014)

- There is a scientific consensus that children have the capacity to learn two languages from birth and that this early dual language exposure does not confuse children or delay development in either language.

- All young DLL children should be provided with high-quality language experiences and support to master both of their languages.
Bilingualism confers many cognitive and social advantages for children and adults. These advantages are strongest when children demonstrate a balanced bilingualism and are roughly equally proficient in both languages.
What does the science tell us?
Summarized by Castro & Espinosa, (2014)

- Learning more than one language during the early childhood years does not delay the acquisition of English or impede achievement in English when both languages are supported.
- Young DLLs must be assessed in both of their languages in order to make accurate judgments about their competencies and plan effective learning activities.
Family engagement is pivotal to understanding and supporting the development of young DLLs.

Parents should be encouraged to continue to interact with and speak with their child in their first or dominant language in order to further develop proficiency in that language.
What is Good Pedagogy for DLLs?
Need to implement coherent, consistent approaches and strengthened practices birth-high school that reflect the current research on bilingual development and the realities of local contexts.
Good teaching is Necessary but not Sufficient for DLLs

Although high quality classrooms benefit both monolingual and DLLs, it has been argued that practices associated with here-to-fore definitions of quality may not be sufficient to support analogous levels of academic success for children who begin their lives speaking a language other than English (August & Shanahan, 2006; Goldenberg, 2013).
Table 5. Languages Spoken by ECEC Workers, 2011-13

<table>
<thead>
<tr>
<th>Rank</th>
<th>ECEC Workers</th>
<th>Family-Based Child-Care Workers</th>
<th>Preschool Teachers</th>
<th>Directors of Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Language</td>
<td>Share (%)</td>
<td>Language</td>
<td>Share (%)</td>
</tr>
<tr>
<td>1</td>
<td>English only</td>
<td>77.3</td>
<td>English only</td>
<td>69.8</td>
</tr>
<tr>
<td>2</td>
<td>Spanish</td>
<td>15.8</td>
<td>Spanish</td>
<td>23.2</td>
</tr>
<tr>
<td>3</td>
<td>Chinese*</td>
<td>0.6</td>
<td>Chinese*</td>
<td>0.8</td>
</tr>
<tr>
<td>4</td>
<td>Tagalog</td>
<td>0.5</td>
<td>Portuguese</td>
<td>0.4</td>
</tr>
<tr>
<td>5</td>
<td>German*</td>
<td>0.4</td>
<td>Tagalog</td>
<td>0.4</td>
</tr>
<tr>
<td>6</td>
<td>French*</td>
<td>0.4</td>
<td>Russian*</td>
<td>0.4</td>
</tr>
<tr>
<td>7</td>
<td>Portuguese</td>
<td>0.4</td>
<td>French*</td>
<td>0.4</td>
</tr>
<tr>
<td>8</td>
<td>Russian*</td>
<td>0.4</td>
<td>Creole*</td>
<td>0.3</td>
</tr>
<tr>
<td>9</td>
<td>Creole*</td>
<td>0.3</td>
<td>Vietnamese</td>
<td>0.3</td>
</tr>
<tr>
<td>10</td>
<td>Polish</td>
<td>0.2</td>
<td>Korean</td>
<td>0.3</td>
</tr>
</tbody>
</table>

Notes: *Chinese includes Mandarin and Cantonese; French includes French and Patois; Russian includes Russian and Ukrainian; Creole includes French or Haitian Creole; German refers to German and Pennsylvania Dutch. Source: Authors’ tabulations of U.S. Census Bureau pooled 2011-13 ACS data.

Migration Policy Institute, 2015
State Classifications

Dual Language Approach: explicitly promoted early bilingualism and included the goals of children becoming fully bilingual and biliterate.

English Language Development: explicit goal of English acquisition in combination with intentional support of ongoing home language development.

English Immersion: emphasize English acquisition without any attention to the role of the home language.
Findings: Classification

Dual Language Development 1
English Language Development 16
English Immersion 5
ELD Approach: Professional Development Implications

- Knowledge of science for supporting DLLs
- Knowledge of Cultural Values and Norms of Immigrant groups
- Curricular adaptations
- Language and Literacy Development of DLLs
- Knowledge of stages of second language acquisition
Policy Levers

- Early Learning and Development Standards
- Workforce Competencies
- Professional Development Systems
- QRIS
- Assessment and Data Systems
Levers outside ECD System

- Title VI, Civil Rights Act of 1964, national origin discrimination
  - “LEP” Guidance: addresses language access for limited English proficient individuals

www.lep.gov
## Resources: DLL Teacher Competencies Report

<table>
<thead>
<tr>
<th>Monolingual</th>
<th>Bilingual</th>
<th>Biliterate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monocultural</strong></td>
<td><strong>Monocultural</strong></td>
<td><strong>Monocultural</strong></td>
</tr>
<tr>
<td><strong>Bicultural</strong></td>
<td><strong>Bicultural</strong></td>
<td><strong>Bicultural</strong></td>
</tr>
</tbody>
</table>

**Skills:**
- Demonstrates a basic understanding of language milestones while interacting with children.
- Demonstrates a beginning familiarity of the stages of second language acquisition while interacting with children.
- In interactions with children and families, shows a beginning understanding of how culture influences communication (e.g., eye contact, use of proper names, etc.).

**Indicators:**
- Uses some of the following strategies with DLL children: modeling good listening skills; repeating common phrases slowly and clearly; allowing for wait time and voluntary participation.
- Learning to pronounce the child's name, organizing the classroom with linguistically and culturally appropriate materials, and learning how to say hello and goodbye in the child's first language.

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**Indicators:**
- Learns and uses culturally appropriate phrases in the child's first language (e.g., can I help you, are you ok).
- Uses cultural understandings with the child (e.g., family nickname, expressions that signal affirmation such as "Qué bien" (very good); dl-di, ni hao bain (Little brother, you did great.).

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**Indicators:**
- Uses appropriate greetings towards children and families in the first language that are appropriate for age and status.
- Creates opportunities for children to communicate with each other using names, basic gestures and high function words.
- When the DLL child mixes languages, repeats the phrase in the language the child is attempting to speak.

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**Indicators:**
- Identifies and emphasizes key words in the child's first language during a math lesson (e.g., size, quantity of objects).
- Reads books with repeating phrases in the child's first language to support first language development and in English to encourage receptive language.
- Takes dictation from child to collect "favorite phrases" and reads stories in the child's first language.

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**Indicators:**
- Begins to model culturally and linguistically appropriate behavior for greeting and departing.
- Reads a book about the child's heritage in the child's first language and asks questions about it.
- Discusses with parents how they can promote first language development (e.g., asking questions, descriptive vocabulary and extended two-way
Resources Related to Young Dual Language Learners in Preschool

The resources listed on this handout are provided by the California Department of Education and were developed in collaboration with WestEd. The resources are intended to support the learning and development of young children in preschool.

**Preschool Learning Foundations, Volume 1**
- Social-Emotional Development
- Language & Literacy
- English-Language Development
- Mathematics

Available at: [www.cde.ca.gov/sp/cd/re/psfoundations.asp](http://www.cde.ca.gov/sp/cd/re/psfoundations.asp)

**Preschool Curriculum Framework, Volume 1**
- Social-Emotional Development
- Language & Literacy
- English-Language Development
- Mathematics

Available at: [http://www.cde.ca.gov/sp/cd/re/psframework.asp](http://www.cde.ca.gov/sp/cd/re/psframework.asp)

**Alignment of CA PLF with Early Education Resources**
Shows connections that PLFs have to the:
- California Infant/Toddler Learning and Development Foundations
- California Content Standards
- Common Core State Standards
- Head Start Child Development and Early Learning Framework

Available at: [www.cde.ca.gov/sp/cd/re/psalignment.asp](http://www.cde.ca.gov/sp/cd/re/psalignment.asp)

**Preschool English Learners: Principles to Promote Language, Literacy, and Learning**

Available at: [www.cde.ca.gov/sp/cd/re/documents/psenglearnersed2.pdf](http://www.cde.ca.gov/sp/cd/re/documents/psenglearnersed2.pdf)

**World Full of Language DVD**
Companion DVD to Preschool English Learners


**Early Childhood Educator Competencies**
Dual Language Development Competency Area

California’s Best Practices for Young Dual Language Learners

Research Overview Papers
Factors that are influencing the vision for dual language learners in your state

- English only policies
- Attitudes towards immigration in state
- Demographic change
- Benefits of dual language/bilingual ed models
- Status of teacher workforce capacity
- Advocacy groups (bilingual and ECE advocates)
- State leadership
Thank You