Advancing Issues of Language and Culture in QRIS: Beyond Standards to Measurement and Professional Development

March 5, 2016
Session Objectives

• Review science that informs best practice for young DLLs
• Share findings from BUILD report on DLLs and Early Learning & Development Standards
• Learn about tools to enhance professional development and improve practices for DLLs
• Provide strategies and recommendations for measurement approaches that address practices for DLLs
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.
What does the science tell us?
Summarized by Castro & Espinosa, (2014)

• 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.
What does the science tell us?
Summarized by Castro & Espinosa, (2014)

• 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 does it all mean?

- Capacity
- Many benefits: Cognitive/Executive Function, Social, Family Cohesion, integrated racial identity
- Need to Support Both Languages
- Families are Critical Partners
• English only policies
• Attitudes towards immigration in state
• Demographic change
• K-12 policies
• Benefits of dual language/bilingual ed models
• Status of teacher workforce capacity
• Advocacy groups (bilingual and ECE advocates)
• State leadership
State Early Learning and Development Standards/Guidelines, Policies & Related Practices

How responsive are they to the needs of young dual language learners?

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Early Learning & Development Standards

• Set expectations for what children should know and be able to do
• Guide curriculum, instruction and assessment systems decisions
• Informed by research on children’s development
Designed to answer the question…

“To what extent do the states’ ELDS reflect the current research and address the learning needs of preschool-aged dual language learners?”
ELDS and DLLs Analysis

- Selection of states
- Documents reviewed
- Approaches to serving DLLs
- Program criteria
- Exemplary standards or supporting documents
- Findings & Recommendations
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
Table 2

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Critical Questions

• Why focus on DLLs?
• Does the CLASS work as an observational tool in classrooms with DLLs?
• Is the CLASS sufficient (by itself) in classrooms with DLLs?
• How can this research inform quality rating systems?
Why focus on DLLs?

• Increasing Numbers of Children who are DLLs in Early Childhood Programs
• Head Start: 38% Hispanic descent*
• Hispanic population growth 1980: 9%; 2014: 24%; 2050: 32%**
• Hispanic population growth corresponds with rise in # children with Limited Language Proficiency***

*HHS. 2015
• At Kindergarten entry, disadvantaged in comparison to Anglo-American & African American children in pre-reading & mathematics skills*
• Latino children are more likely than non-Latino children to enroll in lower quality programs**
  – Instructional quality with DLLs 1.9 (vs. 2.88; national average)***

*Child Trends, 2012
CLASS: Classroom Assessment Scoring System

**EMOTIONAL SUPPORT**
1. Positive Climate
2. Negative Climate
3. Teacher Sensitivity
4. Regard for Student Perspectives

**CLASSROOM ORGANIZATION**
1. Behavior Management
2. Productivity
3. Instructional Learning Formats

**INSTRUCTIONAL SUPPORT**
1. Concept Development
2. Quality of Feedback
3. Language Modeling
Does the CLASS work as an observational tool in classrooms with DLLs?

Initial study examining psychometric properties of CLASS with DLLs:

Observations of Teacher-Child Interactions in Classrooms Serving Latinos and Dual Language Learners: Applicability of the Classroom Assessment Scoring System (CLASS) in Diverse Settings

Jason Downer, Michael López, Kevin Grimm, Aki Hamagami, Carollee Howes, & Robert Pianta
National Center for Research on Early Childhood Education (NCRECE) & National Center for Latino Child & Family Research
Summary of Study Findings

• CLASS functioned equally well in classrooms with large #s of DLL children, as in those with fewer DLLs*

• CLASS predicts children’s outcomes across domains, similarly for DLLs & monolingual children**
  – Emotional Support: more Spanish instruction predicts higher math and reading.
  – Instructional Support: Spanish & English vocabulary learning for all DLL children, & greatest relationship for those with low English at
CLASS is valid and reliable for use with DLLs… Room for Refinement!

- Language & culture match between observers and classroom
- Recommended qualifications for observers
- Bilingual and culturally appropriate training materials
  - Videos & descriptions
  - Universally? Badges/certifications?
  - Clarify that Behavioral Markers are examples
Is the CLASS sufficient (by itself) for use with DLLs?

- Many observational tools (e.g., CLASS, ECERS, etc.) were not specifically designed to measure targeted DLL strategies
- Overall quality vs. quality related to specific DLL instructional practices
- What else may be needed for a comprehensive approach to program quality measurement?
  - Supplement with other, more specific measures
Studies with CLASS + DLL Specific Measure

• First 5 LA Universal Preschool Child Outcomes Study (UPCOS)
  – CLASS +
    • Early Language and Literacy Environment
    • Bilingual Teacher Behavior Rating Scale (BTRBS)
    • Language Interaction Snapshot (LISn)
    • Early Language and Literacy Classroom Observation (ELLCO) addendum for DLLs
    • Teacher reported measure of DLL instructional practices

• Evaluation of Preschool for All (PFA) Implementation in San Francisco County
  – CLASS + CASEBA
How can this research inform Quality Rating systems?

• CLASS + Approach
  – Within rating system
  – Internal, formative use

• Culture and Language Match and Qualifications of Assessors
Thank You
Contact Us!

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