The Self-Evaluation of Supports for Emergent Bilingual Acquisition (SESEBA)

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What We Know From Research

• Attendance in high quality pre-k programs is beneficial
• Use of both English and the home language for instruction is associated with positive outcomes
• Language and content-based instruction that focus on vocabulary learning and growing academic language proficiency are associated with better outcomes
Teachers Need To:

• Know their students

• Engage children in high quality language interactions

• Integrate new words and concepts across subjects and routines

• Engage DLL children individually and in small groups

• Engage families in meaningful ways
Teacher Leaders/Coaches Need To:

• Evaluate teachers with language proficiency variations of children in mind
• Use evaluation tools that bring to light whether specific strategies supportive of DLLs are in evidence
• Ensure that effective practices for DLLs are considered in making decisions about curriculum and assessment
Missing Pieces

- There is not enough research to support particular curriculum or instructional strategies that work best for DLLs

- Researchers have consistently noted what the limitations to their work have been:
  - Lack of reliable and valid assessments in both English and home languages for children
  - Lack of classroom level measures that specifically focus on research based strategies for working with DLLs
  - Lack of standard protocol for determining
Self-Evaluation of Supports for Emergent Bilingual Acquisition (SESEBA)

• Underlying premise: use of high quality, intentional interactions in the HL along with well planned strategies for English language learning are the best approach to teaching preschool aged dual language learners (DLLs).
Purpose of SESEBA

• The SESEBA guides coaches and teachers through a self-reflective exercise based on the cognitive coaching cycle (Costa & Garmston, 2002).

• The SESEBA builds on research about high quality PD models focused on embedded support in addition to research findings that more effective PD for teachers of DLLs.

• Focuses on the teacher’s knowledge of language acquisition development, the curriculum, and how students learn.
SESEBA Structure

• Includes 6 broad items:
  – Gathering Information,
  – Family Involvement,
  – Classroom Environment and Materials,
  – Planned Activities,
  – Support for Language and Literacy Development in HL and English.

• Each item is rated on a 5-point Likert scale, where 5 indicates excellence and 1 represents total absence of any such practices.
SESEBA In-Action: Video Example

- Read-aloud lesson with three and four-year olds: *A Letter to Amy* by Ezra Jack Keats
SESEBA In-Action: Video Content

• The video focuses on the *Book Reading* item of the SESEBA only.

• The goal of this item is to allow teachers to reflect on the overall quality of their reading including book choice and interactions with particular attention to appropriate questioning.
Coaching with SESEBA
Video Example
SESEBA Video Reflection

• Does the video give evidence of how SESEBA can guide teachers on specific practices for DLLS?

• Does the video give evidence for how SESEBA can guide coaches in their support of teachers?
How to Implement SESEBA

• Designed for self-reflection and ongoing dialogue with a coach (can be done with or without a coach as a self-reflection)

• Training is required for all users (teachers/coaches)

• Time for video taping and subsequent conferencing
Requesting SESEBA

• To request and license SESEBA, complete and submit the *SESEBA Instrument Request Form* from:

  - http://www.nieer.org/publications/research-instruments

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