SERVING EL STUDENTS IN U-46
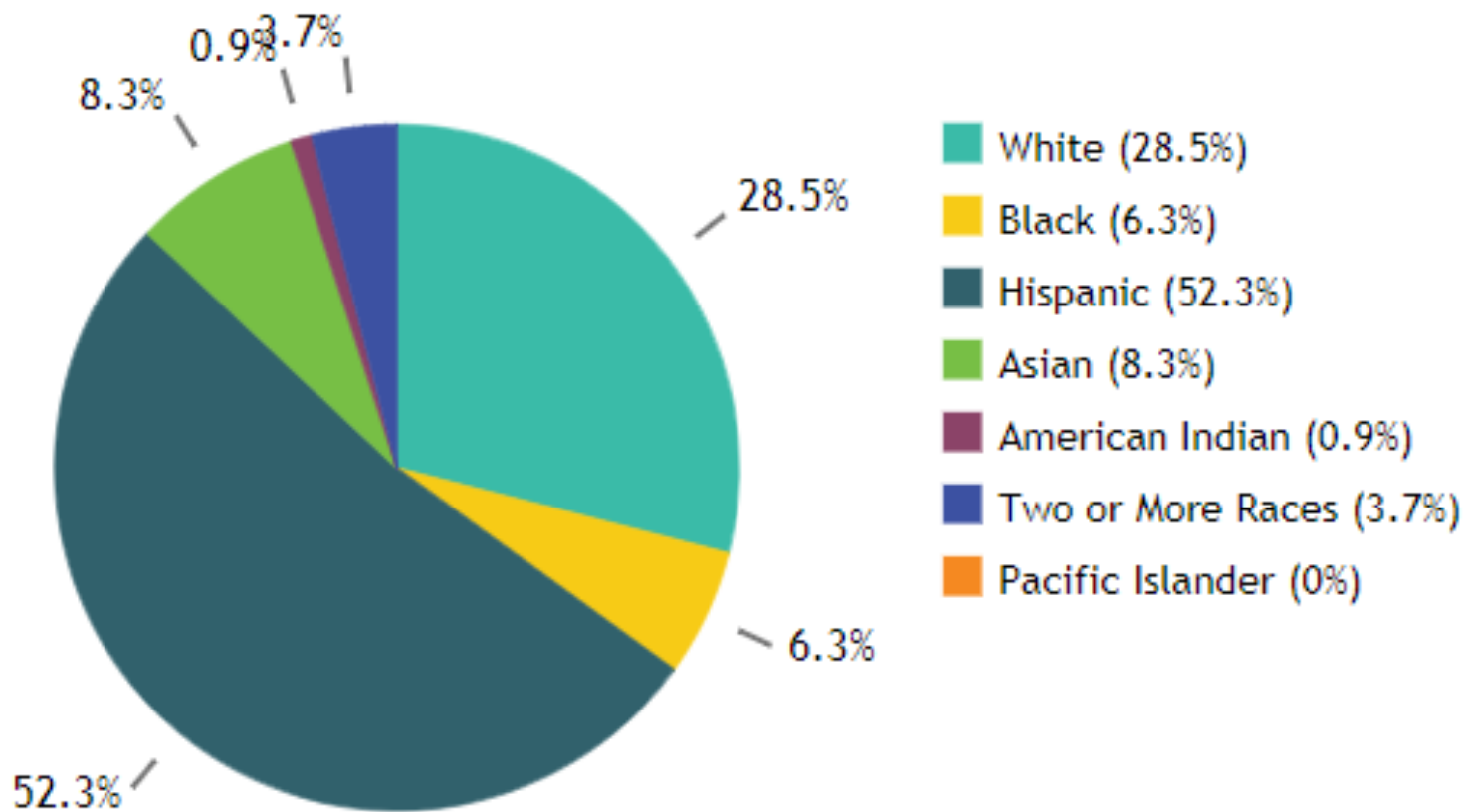
Peggy Ondera
Director of Early Learner Initiatives

U-46 Enrollment
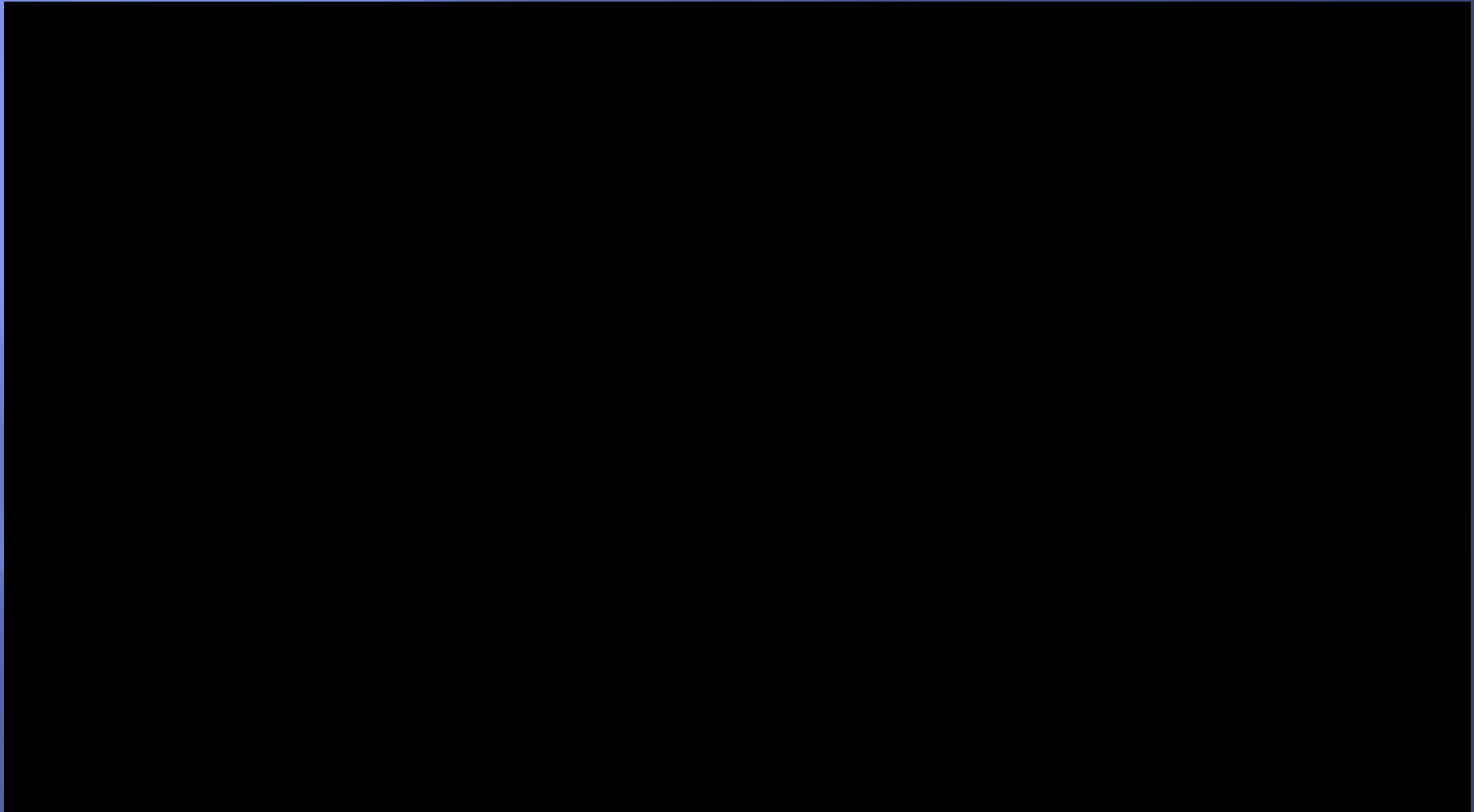
- 40,000 students
- 28.4% English Learners
- 57.8% Low Income
- 40 Elementary Schools
- 2 Early Learning Centers

We Are U-46

Pie chart legend:
- White (28.5%)
- Black (6.3%)
- Hispanic (52.3%)
- Asian (8.3%)
- American Indian (0.9%)
- Two or More Races (3.7%)
- Pacific Islander (0%)

https://youtu.be/12wc4Qxlzso

Dual Language

Dual language programs foster:

- bilingualism
- bi-literacy
- enhanced awareness of linguistic and cultural diversity
- high levels of academic achievement through instruction in two languages

Benefits of Dual Language

- Students develop proficiency in two languages.
- Students perform as well as or better than their peers in non-dual language classrooms.
- All students develop a positive sense of self and multicultural competencies.
- Students also develop intercultural and global competence that prepares them to succeed in today's increasingly competitive global society.

U-46 80:20 Dual Language Program Model

- Serves Spanish-speaking English Learners in grades PreK through in 30 elementary schools.
- Students need to have met ISBE's eligibility criteria to receive English Language Learners' (ELL) services in Spanish
- Two-Way (TW) Dual Language Programs is available as an enrichment program at 20 of the 30 elementary schools that currently have the ELL Program in Spanish.

Language Allocation

Language allocation by grade level:

Elementary		
Grade Level	% in Spanish	% in English
Kindergarten	80%	20%
1st Grade	70%	30%
2nd Grade	60%	40%
3rd Grade - 6th grade	50%	50%

Language of Instruction

GRADE	BLF BLOCK 1 LANGUAGE	BLF BLOCK 2 READING	BLF BLOCK 3 WRITING	MATH	SOCIAL STUDIES	SCIENCE	PE, ART, MUSIC, LIBRARY
DL PreK 80:20					CONTENT BASED ESL IELDS	CONTENT BASED ESL IELDS	
DL Kindergarten 80:20					CONTENT BASED ESL IELDS	CONTENT BASED ESL IELDS	
DL First Grade 70:30	IELDS				CONTENT BASED ESL IELDS	CONTENT BASED ESL IELDS	
DL Second Grade 60:40	IELDS				CONTENT BASED ESL IELDS	CONTENT BASED ESL IELDS	
DL Third Grade 50:50	IELDS			CONTENT BASED ESL IELDS			
DL Fourth Grade 50:50	IELDS			CONTENT BASED ESL IELDS			
DL Fifth Grade 50:50	IELDS				CONTENT BASED ESL IELDS	CONTENT BASED ESL IELDS	
DL Sixth Grade 50:50	IELDS				CONTENT BASED ESL IELDS	CONTENT BASED ESL IELDS	

	LANGUAGE BLOCK						
Middle School	ARTES DEL LENGUAJE EN ESPAÑOL	SOCIAL STUDIES	ENGLISH LANGUAGE ARTS/ESL	MATH	SCIENCE	ELECTIVE	PE/HEALTH
DL Seventh Grade							

U-46 ELL Department
80:20 Dual Language
PreK -7th Grade
Language of Instruction Allocation

Language of Instruction: **SPANISH**
SPANISH LANGUAGE ARTS STANDARDS (WIDA)
SPANISH LANGUAGE DEVELOPMENT STANDARDS (SLDS)

Language of Instruction: **ENGLISH**
ENGLISH LANGUAGE DEVELOPMENT STANDARDS FOR ELLs (ELDS)

Language of Instruction: **ALTERNATE LANGUAGE**
U-46 ALTERNATE DL LANGUAGE CALENDAR

Sample Schedule

U-46 ELL Department
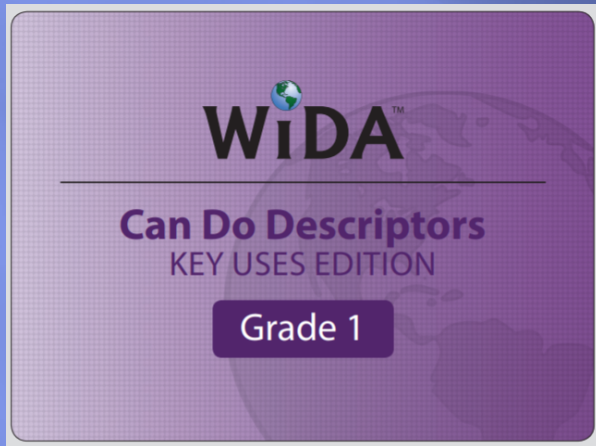**Dual Language 80:20 Full Day Kindergarten**

SAMPLE SCHEDULE

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Language of Instruction: SPANISH **Resources:** • Estrellita • Senderos • Canciones y cuentos • U-46 Full-Day Kindergarten Framework • Developmentally Appropriate Practice: Focus on Kindergarten • Making Meaning (3 days-suggested) • Being a Writer (3 days-suggested) • Writing Pathways • U-46 ESL Curriculum Alignment/ELL Thematic Units • U-46 Kindergarten Literacy Units • Strategies for Success with English Language Learners-ASCD Action Tool • Bookrooms/classroom libraries • ELL Department List of Cognates • Interactive word walls, anchor charts, visuals, realia, etc. • Technology	**Balanced Literacy Framework**				**Standards:** • Common Core State Standards • Spanish Language Arts Standards • Early Spanish Language Development Standards (E-SLDS) • Spanish Language Development Standards (SLDS) • Illinois Early Learning Standards
8:30 – 9:00 **Block 1** Language Spanish	**Language Block** • Morning Meeting • Phonemic Awareness • Interactive/Shared Read Aloud • Phonics/Word Study • Academic Vocabulary • Text Talk	**Language Block** • Morning Meeting • Phonemic Awareness • Interactive/Shared Read Aloud • Phonics/Word Study • Academic Vocabulary • Text Talk	**Language Block** • Morning Meeting • Phonemic Awareness • Interactive/Shared Read Aloud • Phonics/Word Study • Academic Vocabulary • Text Talk	**Language Block** • Morning Meeting • Phonemic Awareness • Interactive/Shared Read Aloud • Phonics/Word Study • Academic Vocabulary • Text Talk	**Language Block** • Morning Meeting • Phonemic Awareness • Interactive/Shared Read Aloud • Phonics/Word Study • Academic Vocabulary • Text Talk
9:00-10:00 **Block 2** Reader's Workshop Spanish	**9:00- 9:45** **Reader's Workshop** • Mini Lesson • Literacy Centers/Self-Regulated Independent Learning * Phonemic Awareness, Vocabulary, Listening, Writing, Phonics, Poetry * Guided Reading -2-3 groups/day * Independent Reading/Self-Selected Reading * Conferencing/Reflecting • Group Share	**9:00-9:30** **Reader's Workshop** • Mini Lesson • Literacy Centers/Self-Regulated Independent Learning * Phonemic Awareness, Vocabulary, Listening, Writing, Phonics, Poetry * Guided Reading -2-3 groups/day * Independent Reading/Self-Selected Reading * Conferencing/Reflecting • Group Share	**Reader's Workshop** • Mini Lesson • Literacy Centers/Self-Regulated Independent Learning • Phonemic Awareness, Vocabulary, Listening, Writing, Phonics, Poetry * Guided Reading -2-3 groups/day * Independent Reading/Self-Selected Reading * Conferencing/ Reflecting • Group Share	**Reader's Workshop** • Mini Lesson • Literacy Centers/Self-Regulated Independent Learning * Phonemic Awareness, Vocabulary, Listening, Writing, Phonics, Poetry * Guided Reading -2-3 groups/day * Independent Reading/Self-Selected Reading * Conferencing/Reflecting • Group Share	**Reader's Workshop** • Mini Lesson • Literacy Centers/Self-Regulated Independent Learning * Phonemic Awareness, Vocabulary, Listening, Writing, Phonics, Poetry * Guided Reading -2-3 groups/day * Independent Reading/Self-Selected Reading * Conferencing/Reflecting • Group Share
10:00-10:45 **Block 3** Writer's Workshop Spanish	**9:45 – 10:15** **Writer's Workshop** Writing Process and Craft • Mini Lesson • Guided/Shared Writing * Independent Writing * Conferencing/Reflecting • Group Share	**9:30 – 10:15** **Writer's Workshop** Writing Process and Craft • Mini Lesson • Guided/Shared Writing * Independent Writing * Conferencing/Reflecting • Group Share	**Writer's Workshop** Writing Process and Craft • Mini Lesson • Guided/Shared Writing * Independent Writing * Conferencing/Reflecting • Group Share	**Writer's Workshop** Writing Process and Craft • Mini Lesson • Guided/Shared Writing * Independent Writing * Conferencing/Reflecting • Group Share	**Writer's Workshop** Writing Process and Craft • Mini Lesson • Guided/Shared Writing * Independent Writing * Conferencing/Reflecting • Group Share
	10:15 – 10:45 Library	**10:15-10:45** P.E. Integrated with gen ed			

Sample Schedule Part 2

Language of Instruction: SPANISH U-46 Resources/Teacher-created Resources: • Eureka Math Modules • Strategies for Success with English Language Learners-ASCD Action Tool • ELL Department List of Cognates • Interactive word walls, anchor charts, visuals, realia, etc. • Technology	**Math** Oracy and Literacy Development & Cross-language Connections			Standards: • Common Core State Standards • Spanish Language Development Standards (SLDS)	
10:46-11:10 Math Spanish (25)	**Math** Eureka Math routines & lessons, math centers	**Math** Eureka Math routines & lessons, math centers	**Math** Eureka Math routines & lessons, math centers	**Math** Eureka Math routines & lessons, math centers	**Math** Eureka Math routines & lessons, math centers
11:10- 12:10	**Lunch/outdoor recess**				
12:10-12:46 Math Spanish (35)	**Math** Eureka Math routines & lessons, math centers	**Math** Eureka Math routines & lessons, math centers	**Math** Eureka Math routines & lessons, math centers	**Math** Eureka Math routines & lessons, math centers	**Math** Eureka Math routines & lessons, math centers

Language of Instruction: ENGLISH Resources: • U-46 Full Day Kindergarten Framework • U-46 FDK Science Curriculum • National Geographic Exploring Science • Moving Into English • English in my Pocket • U-46 ESL Curriculum Alignment/ELL Thematic Units • Strategies for Success with English Language Learners-ASCD Action Tool • Bookrooms/classroom libraries (leveled readers) • Interactive word walls, anchor charts, visuals, realia, etc. • Technology	**Content-based ESL Science/Social Studies** Oracy and Literacy Development based on student profile **BILITERACY**			Standards: • Common Core State Standards • English Language Development Standards (ELDS) • Early English Language Development Standards (E-ELDS) • Illinois Early Learning Standards • Next Generation Science Standards (NGSS) • C 3 Social Studies Framework • CAN DO Descriptors	
12:45- 1:30 Content-based ESL Science / Social Studies	Content-based ESL Science/Social Studies • Reading: Modeled, shared • Writing: Modeled, shared • Oracy • Cross-language connections*	Content-based ESL Science/Social Studies • Reading: Modeled, shared • Writing: Modeled, shared • Oracy • Cross-language connections*	Content-based ESL Science/Social Studies • Reading: Modeled, shared • Writing: Modeled, shared • Oracy • Cross-language connections*	Content-based ESL Science/Social Studies • Reading: Modeled, shared • Writing: Modeled, shared • Oracy • Cross-language connections*	Content-based ESL Science/Social Studies • Reading: Modeled, shared • Writing: Modeled, shared • Oracy • Cross-language connections*
1:30 – 2:20 Free Choice Center	**Learning Plans** (Plan, Do, Reflect)				
	Free Choice Center	Free Choice Center	Free Choice Center	**1:30 – 2:00** Free Choice Center	Free Choice Center
2:20 – 2:30 End of the Day Reflection	End of the Day Reflection	End of the Day Reflection	End of the Day Reflection	**2:00-2:30** P.E. Integrated with gen. ed.	End of the Day Reflection

Resources

WiDA™

Can Do Descriptors
KEY USES EDITION

Grade 1

Correlation of Scott Foresman Reading Street Leveled Readers to U-46 ELL Units of Instruction
Kindergarten

Concept Literacy Readers

Listen to Me Readers

U-46 ELL DEPARTMENT KINDERGARTEN DUAL LANGUAGE INTEGRATED HORIZONTAL MAP

80:20 SP/EN	AUG/SEP	OCT/NOV	NOV	DEC	JAN/FEB	FEB/MAR	APR	MAY/JUN
SY 16/17	1st Trimester August 17, 2016 to November 4, 2016			2nd Trimester November 7, 2016 to February 10, 2017		3rd Trimester February 13, 2017 to May 26, 2017		
KINDERGARTEN THEMATIC UNITS	Unit 1 SELF-DISCOVERY All About Me	Unit 2 CREATIVITY Imagination	Unit 3 WORKING TOGETHER How We Learn	Unit 4 COMMUNITIES Celebrations	Unit 5 COMMUNITIES Services, Transportation	Unit 6 GROWTH & CHANGE Living Things	Unit 7 GROWTH & CHANGE Weather Patterns	Unit 8 EXPLORATIONS Natural Wonders in World

Challenges

- Number of bilingual teachers needed
- Lack of licensed bilingual teachers
- Availability of high quality resources in Spanish

West Chicago District 33

PreK-3 Dual Language Program Building a Continuum of Services

Dr. Charles Johns, Ph.D
@D33Supt

Objectives

➢ **To share our journey in moving to a Birth to 3rd grade continuum of services**

➢ **To share lessons learned for a smooth transition**

TakeOff – TouchDown

Stand up if it applies to you / sit down if it does not

➢ **TBE, Dual, Gen Ed, Sped, other?**

➢ **Lead a birth to 3rd program**

➢ **Teach in a prek dual program**

➢ **Can explain the difference between   One-Way and Two-Way dual language**

➢ **Are leading changes in your prek programs**

D33 Demographic Information

D33 District Highlights

➢ **Pre-K-8 District**

➢ **6 Elementary, 1 MS, 1 Pre-K**

➢ **2001-2015 dual program (Gary School)**

➢ **80.2% Hispanic**

➢ **55% Limited English Proficient**

➢ **65% Low Income***

➢ **42 different languages spoken**

➢ **D33 is surrounded by the most affluent communities in Illinois (Dupage County)**

Early Childhood Programs in West Chicago

B - 3
- **Prevention Initiative - Home Visiting**
- **Parents as Teachers Model, 170 families**

B - 5
- **Educare, 102 Preschool, 48 B-3**
- **Additive model in 13-14**

4 - 5
- **Half Day – 366 Students**
- **Full Day - 120 Students**
- **Additive model in 13-14**

Kinder
- **Added Full-Day at Two-Way Dual 2013**
- **Full-Day whole district in 2014**

B-3 Continuity Project

Family Engagement

Joint Professional Development

Aligned Curriculum and Instruction

Aligned Assessments

Data-Driven Improvements

Supported Transitions

Community Partnerships
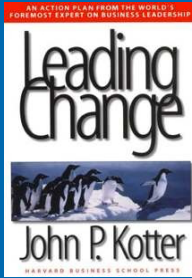
Comprehensive Services
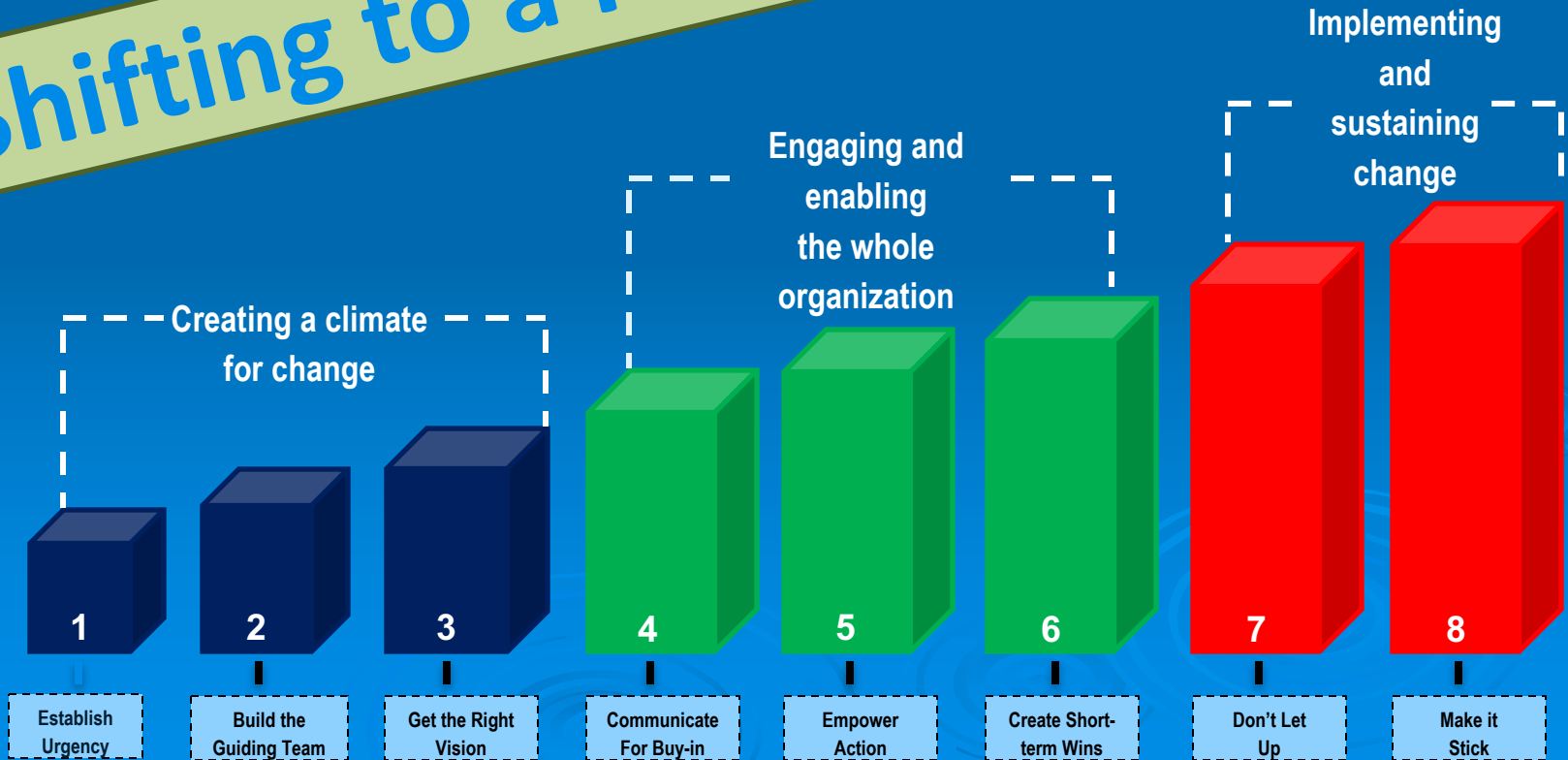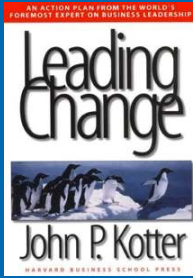
Step 1- Leading Change
Establish Urgency

Family Engagement

➢ **Pre-K parent education led to parent advocacy- they learned what the superior program was.**

➢ **Pre-K parents petitioned the board for change**

➢ **Board of Ed directed a study to determine the need for program expansion**

2014 English Data: Achievement Gap Between Non-LEP vs. LEP students: Kindergarten, 1st Grade & 2nd Grade
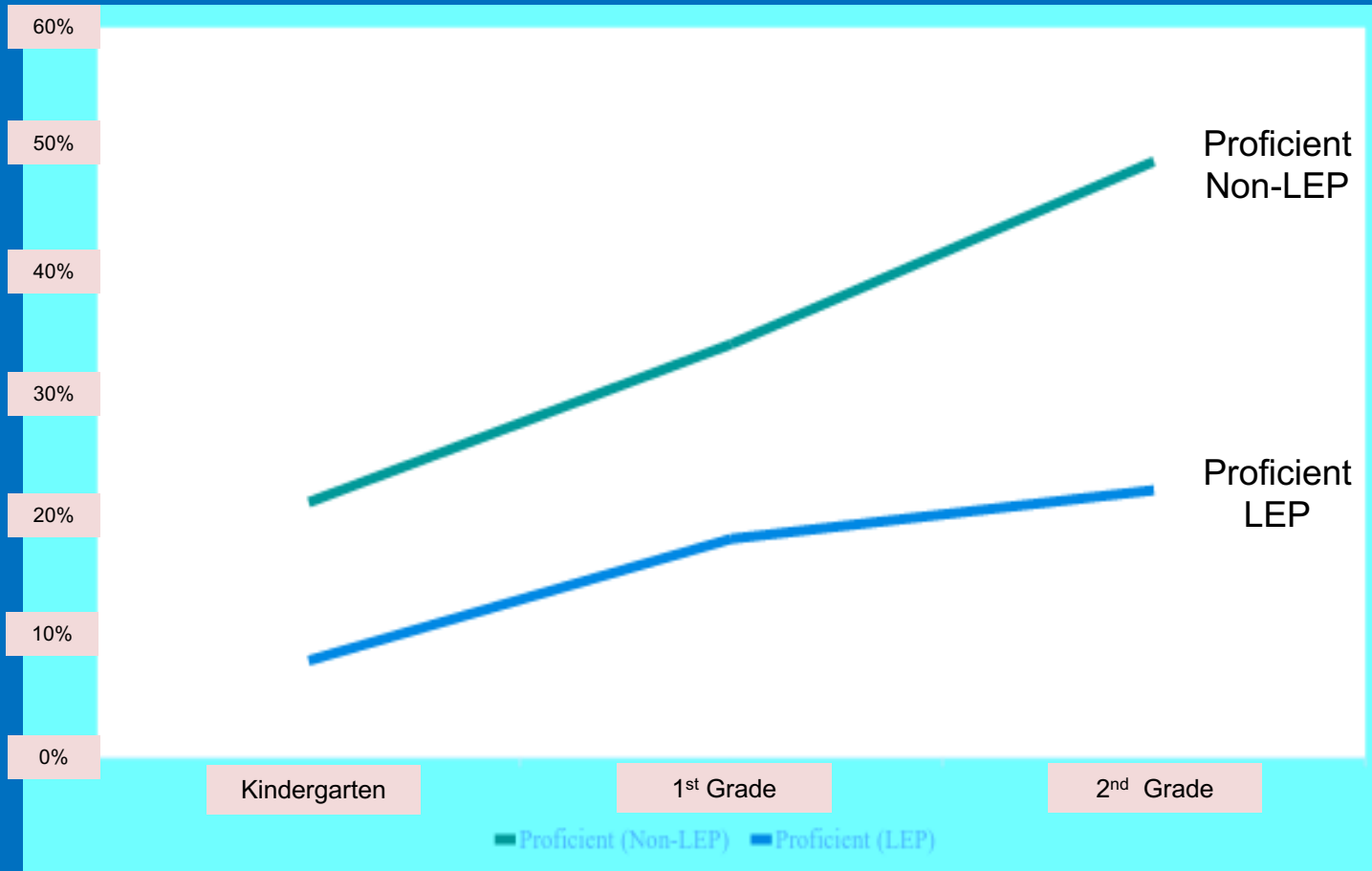
Legal Background
Office of Civil Rights

OCR is responsible for enforcing Title VI of the Civil Rights Act of 1964

School districts must take steps to overcome language barriers and ensure students can participate meaningfully in the district's educational program.
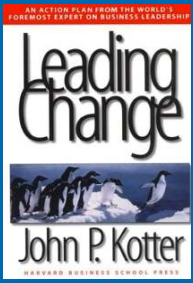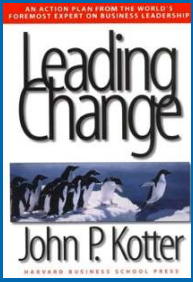
Step 2 – Leading Change
Build the Team

D33 SLL Committee
Program Review Objectives
2014 - 2015

- **To respond to PreK Hispanic parents request for dual language opportunities for <u>all</u> children**

- **To provide dual language continuity from Prek-5th grade**

- **To close the achievement gap**

- **To comply with federal law**
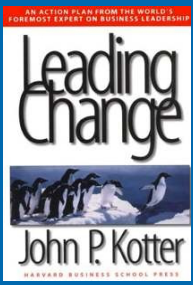
Step 3 – Leading Change
Get the Right Vision

District 33 Vision and Mission for Dual Language

The vision of West Chicago Elementary District 33's Dual Language program is to become a state leader in closing the achievement gap and educating Prek-8th students to become bilingual, biliterate, and bicultural.

Our mission is for <u>all</u> District 33 students to have the opportunity to achieve academic excellence in two languages and attain multicultural understanding and appreciation for the different cultures represented in the Dual Language program.

Step 4- Leading Change
Communicate

Communication Plan

BOE/Parents/Community

1. Press Release
2. Newsbites
3. Town Hall
4. District Website
5. Dual Video
6. Information Nights
7. Letters to Parents
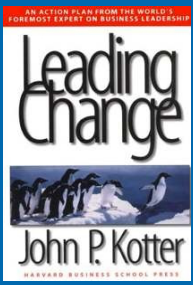8. Mexican Independence Day Parade

Teachers/Administration

1. Talking Points
2. District Newsletter
3. Building Presentations
4. District Website
5. Dual Video
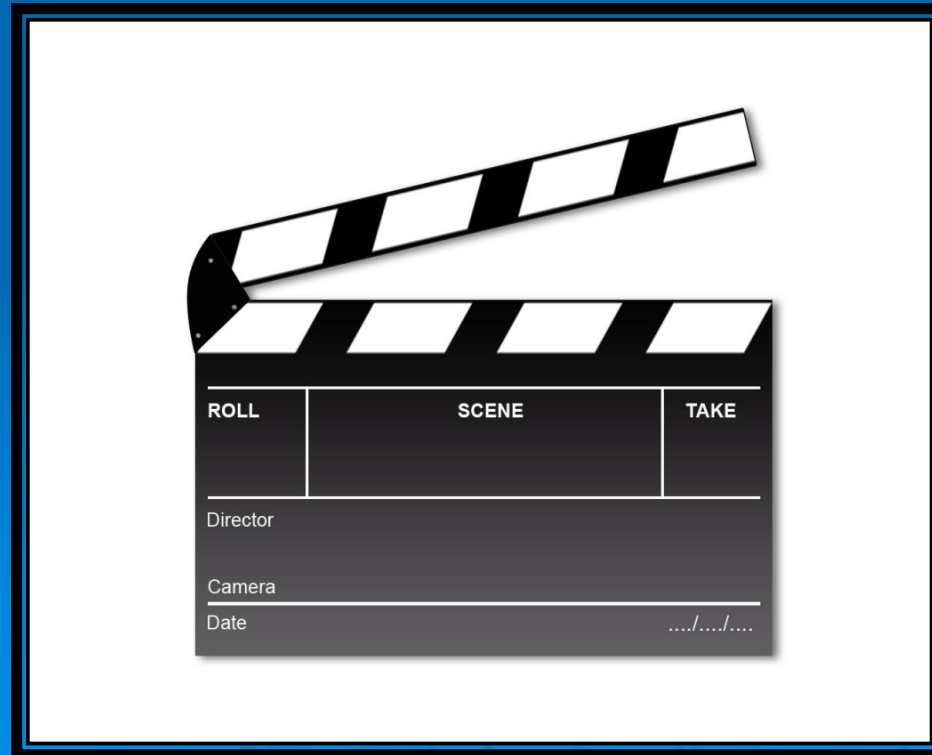6. Coffee Talks
7. Professional Dev Plan
8. Long Range Planning

Coffee Talk

BPAC
Concilio de Padres Bilingues

Step 5 – Leading Change
Empower Action

Joint Professional Development

Educare and D33 Joint PD

➢ **Teaching for Biliteracy PD was provided to prek- 2nd grade and rolling up each year**

➢ **Play-based training and coaching PD from prek-kinder and rolling up each year to 3rd**

➢ **Cooperative learning PD prek-8th**

➢ **Instructional coaches added for preschool and elementary school to support the ongoing PD and to ensure sustainability**

Articulated Curriculum & Assessments

➢ **Dual Language for all - English earlier/Spanish longer**

➢ **Language Allocation consistent across all grades starting with prek-3rd**

➢ **Articulated curriculum across grades and programs**

➢ **Kinder Play-based rubrics aligned to KIDS assessment/report card**

➢ **Prek Gold curriculum aligned to play-based rubrics**
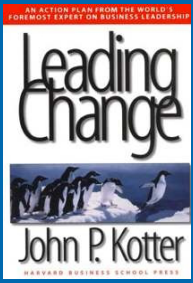
Data-Driven School Improvements

Language Allocation in Dual Language

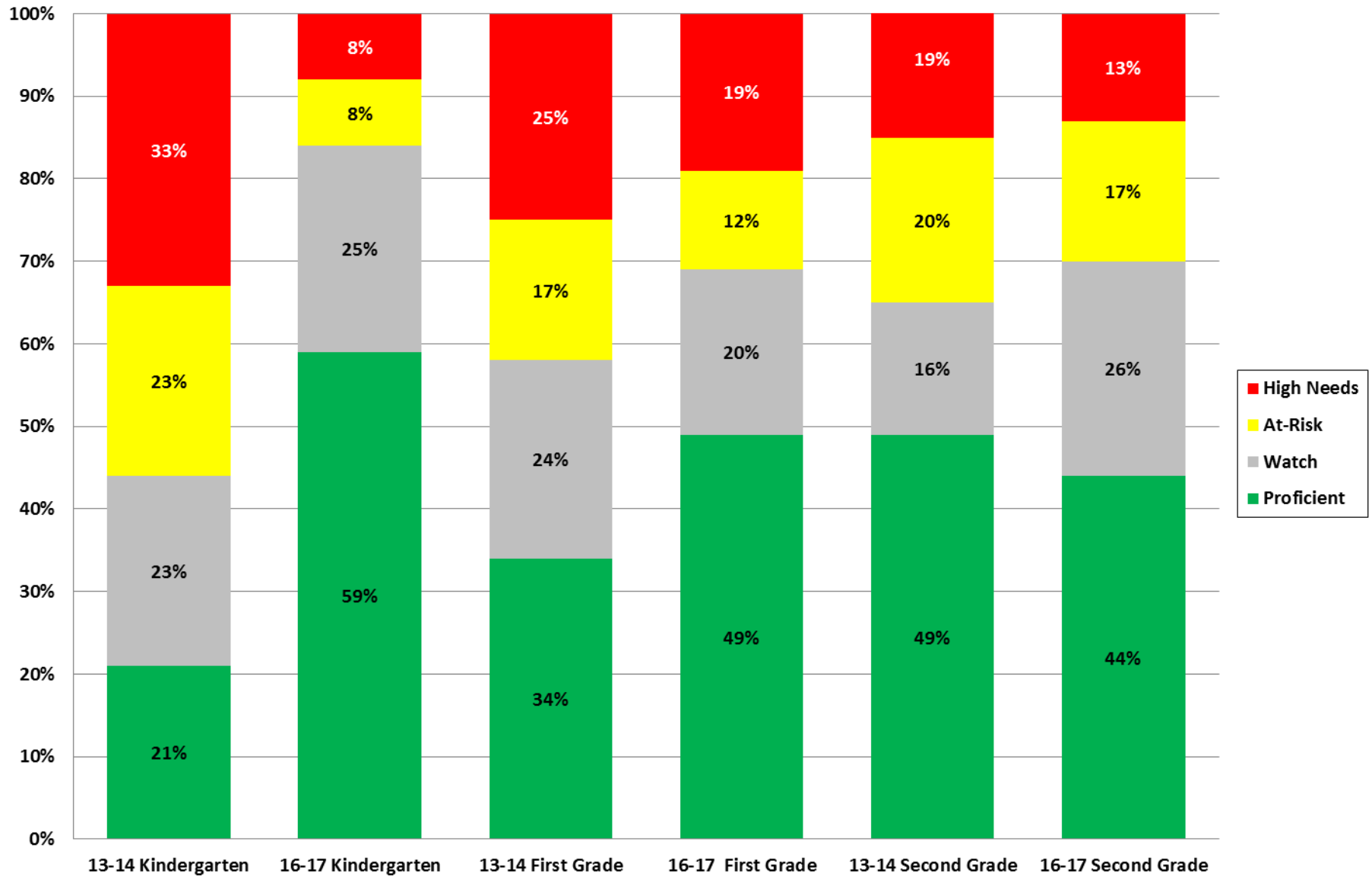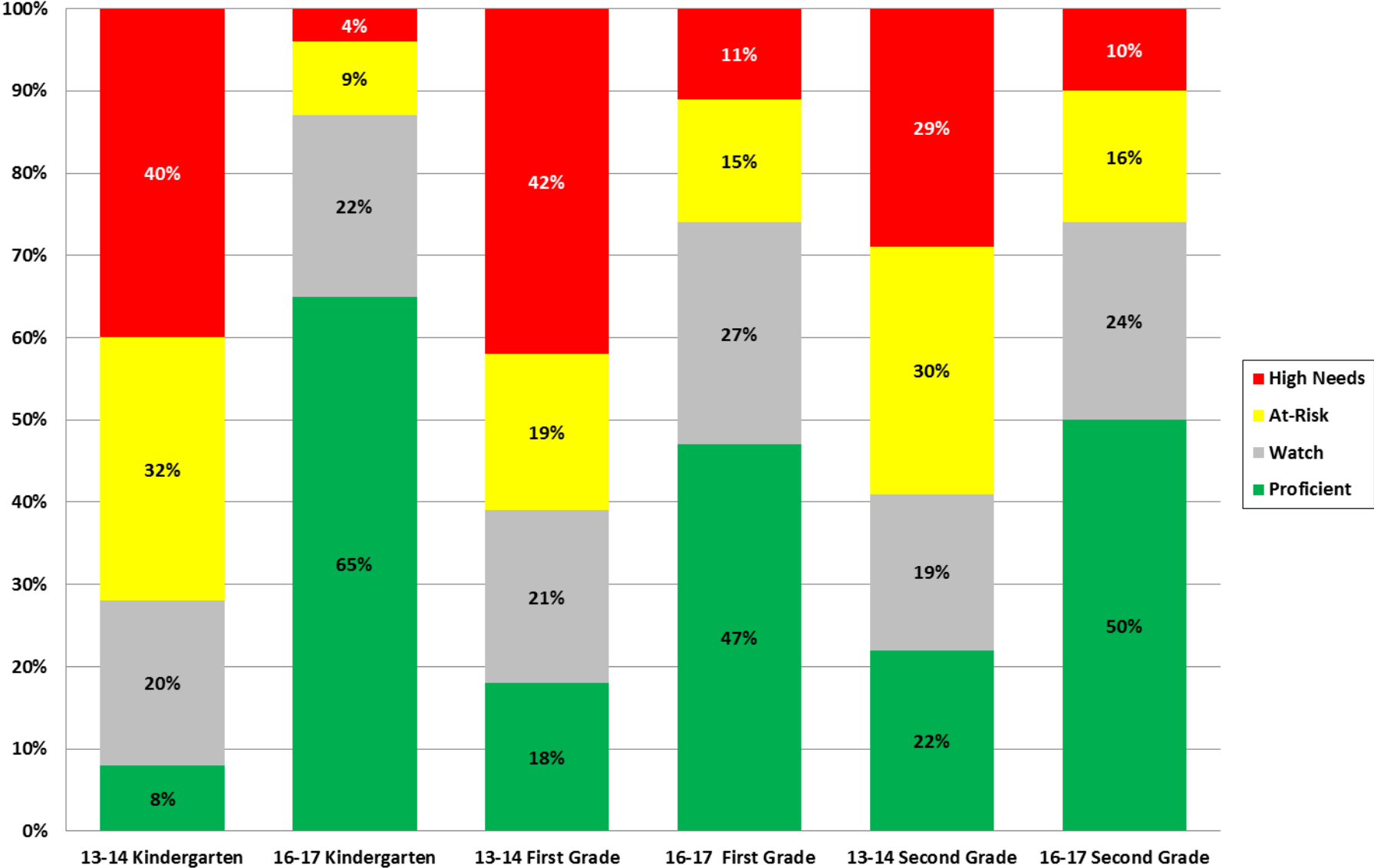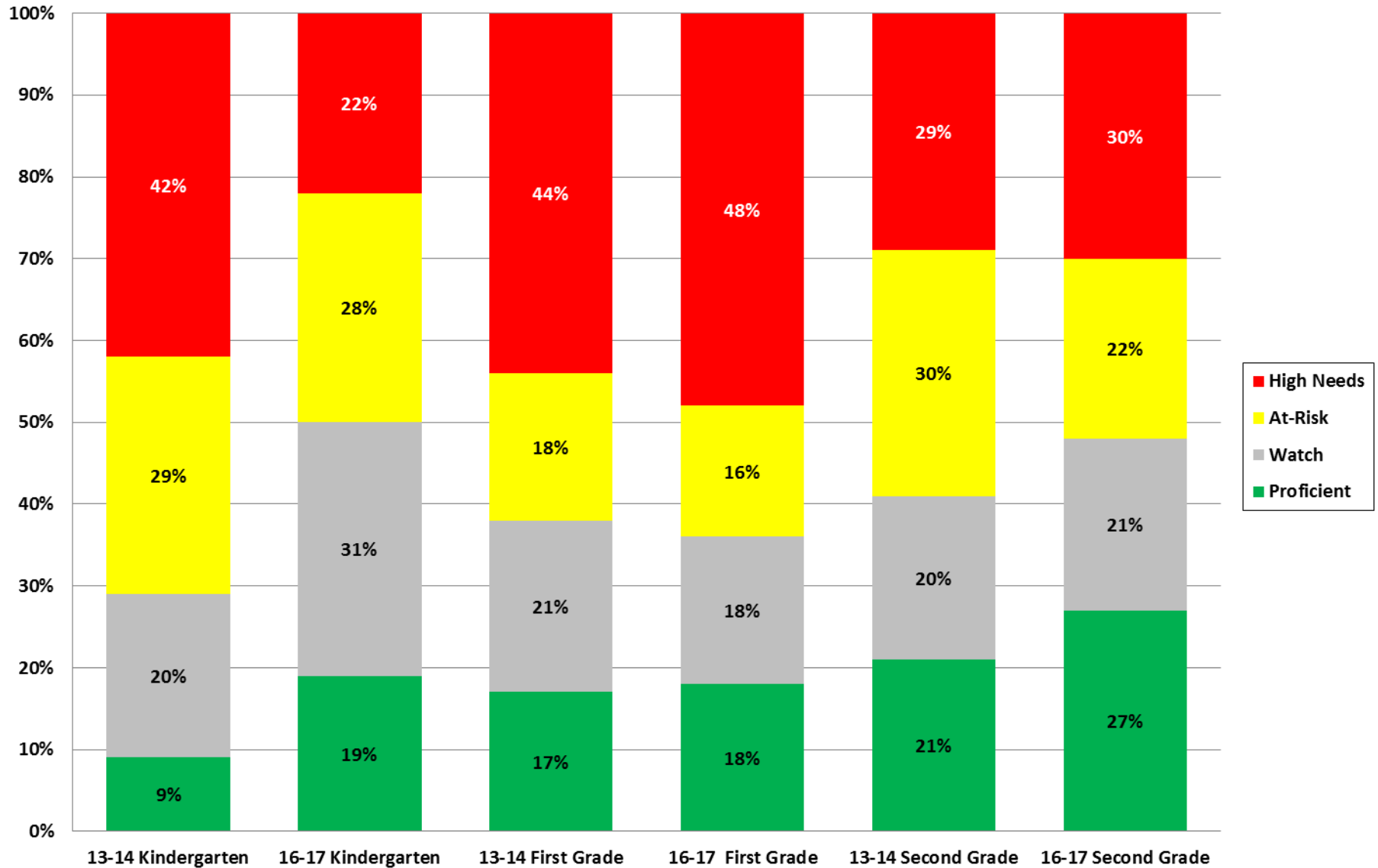| Grade	% Spanish	% English
Preschool & K	80	20
1	70	30
2	60	40
3	50	50
4	50	50
5	50	50

Step 6 – Leading Change
Create Short Term Wins

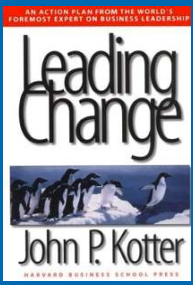2013-14/2016-17 AIMS Comparison
Non-LEP Students (English Assessment)

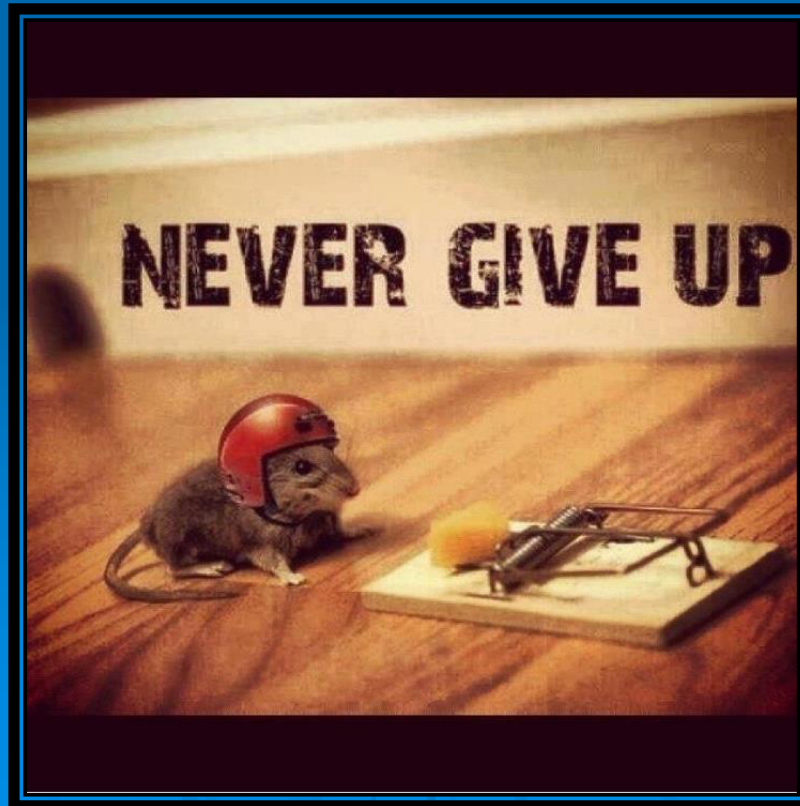2013-14/2016-17 AIMS Comparison
LEP Students (Spanish Assessment)

2013-14/2016-17 AIMS Comparsion
LEP Students (English Assessment)

Legend:
- **High Needs** (red)
- **At-Risk** (yellow)
- **Watch** (gray)
- **Proficient** (green)

Category	13-14 Kindergarten	16-17 Kindergarten	13-14 First Grade	16-17 First Grade	13-14 Second Grade	16-17 Second Grade
High Needs	42%	22%	44%	48%	29%	30%
At-Risk	29%	28%	18%	16%	30%	22%
Watch	20%	31%	21%	18%	20%	21%
Proficient	9%	19%	17%	18%	21%	27%

Step 7 – Leading Change
Don't Give Up

Program Supports

- COFI

- Fathers Read Everyday (FRED)

- Discovery Night

- Parent Cafe

- Breakfast and a Book

- Parent Workshop
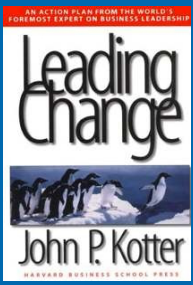
- International Book Fair

- Community Partners

Go slow to go fast

Program Supports

Supported Transitions

➢ **Pilot Summer Program Services for P5's**

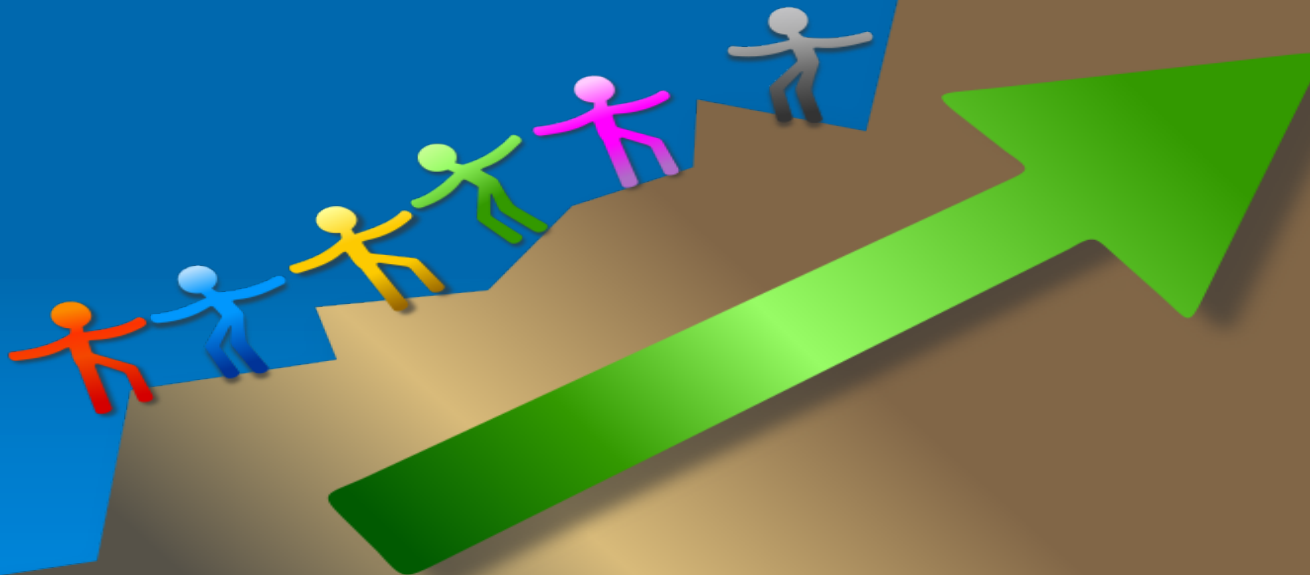➢ **Expanded Transition Meeting Process w/Kinder**

➢ **Aligned and Consistent Documentation**

Go slow to go fast

Community Partnerships
Comprehensive Services

Lessons Learned

- Engage your parents in advocacy

- Go slow to go fast

- EDUCATE YOUR BOARD!

- Embed your goals in strategic planning

- Pre-plan your communication

Lessons Learned

- **Form partnerships to gain momentum and support**

- **Don't underestimate your audience when communicating**

- **Be aware of the research against bilingual education**

Lessons Learned

- **Engage your allies**

- **Engage those that are <u>not</u> your allies**

- **Reassure your monolingual staff**

- **Keep smiling and make friends with those who don't get it.**

Next Steps

- **Roll Up Two-Way Dual Language**

- **Pre-K Summer Program**

- **Mindfulness Training**

Questions?

EFFECTIVE COMPONENTS OF A HIGH QUALITY EARLY CHILDHOOD BILINGUAL/ESL PROGRAM

Sergio Hernandez, Jr.

Principal Consultant, Early Childhood Division

Illinois State Board of Education

What are you saying?

Purpose of this presentation

- Accepted models of Pre-K English Learner services

- Examples of screeners & assessments that accommodate Pre-K English Learner students

- Effective ESL/Bilingual Program elements and examples which utilize Excelerate, IELDS, and WIDA Standards

- Share available resources, such as the EL Program Framework, Training &Technical Assistance, Standards, & strategies

State Bilingual Pre-K mandate (Part 228)

■ All preschool programs for children ages 3 -5 that are administered by a public school district, including charter schools, must adhere to the rules under Part 228, if the program has English Learners as determined by a Home Language Survey and Screener.

■ This includes preschool programs that are subcontracted by districts to community organizations and preschool programs that districts administer regardless of the source of funding for the programs

Accepted models of instruction-Transitional Bilingual Education (TBE)

To provide bilingual instruction to preschool children, a teacher must hold:

- (1) a Professional Educator License with endorsements in Early Childhood and bilingual education or

- (2) both a PEL with an Early Childhood endorsement and an Educator License with Stipulations (ELS) with a bilingual education endorsement.

Accepted models: Transitional Program of Instruction (TPI/ESL)

- *To provide English as a second language instruction to preschool children, a teacher must hold*

    - (1) a Professional Educator License with endorsements in Early Childhood and either bilingual education or ESL or

    - (2) both a Professional Educator License with an Early Childhood endorsement and an Educator License with Stipulations with a ESL education endorsement.
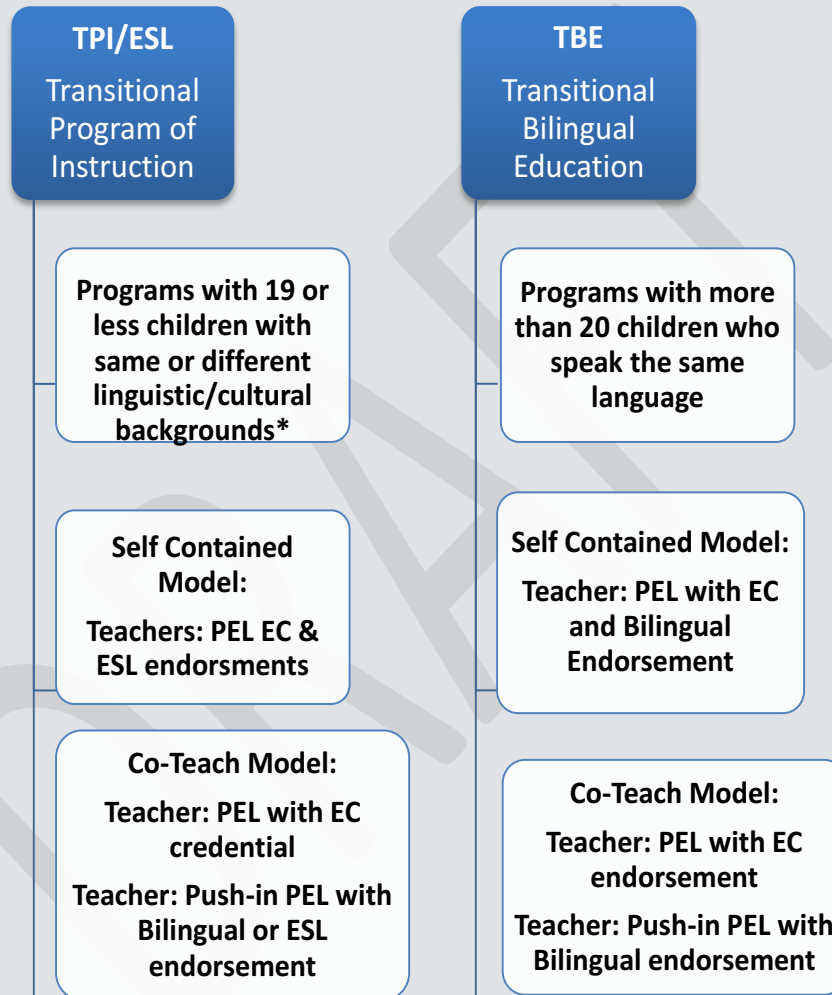
Accepted model: Transitional Bilingual Education: Co-Teaching/Push-In

– *In a classroom, the licensure requirements for either bilingual or ESL instruction may be met through a* **co-teaching** *or* **push-in model** *in which*

■ A licensed early childhood teacher serves as the classroom teacher and

■ A teacher with the bilingual and/or ESL endorsement co-teaches or pushes into in the classroom, and both teachers work together to plan instruction for English Learners

■ Pull-out is allowed, but not recommended

Program & Instructional Models for English Language Learners

TPI/ESL
Transitional Program of Instruction

TBE
Transitional Bilingual Education

Programs with 19 or less children with same or different linguistic/cultural backgrounds*

Programs with more than 20 children who speak the same language

Self Contained Model:

Teachers: PEL EC & ESL endorsments

Self Contained Model:

Teacher: PEL with EC and Bilingual Endorsement

Co-Teach Model:

Teacher: PEL with EC credential

Teacher: Push-in PEL with Bilingual or ESL endorsement

Co-Teach Model:

Teacher: PEL with EC endorsement

Teacher: Push-in PEL with Bilingual endorsement

Co-Teach variations & times: Push-In is preferred, but pull-out is allowed. Co-teacher should push-in for whole length of program. 30 minute minimum if not possible

***TPI-Total # of preschool English Learners may exceed 19**

Note: One attendance center may have both TPI and TBE students.

Required components vs. "minutes"

■ The only issue about "time" is related to grant allocation: state funding for students who receive at least 5 periods of services per week

■ A period is equal to however a district defines "a period" (e.g. if distinct periods used, or a block schedule where each block consists of 2 or 3 periods) or at least 30 minutes if not defined by district

Appropriate Screeners, Curriculum, & Assessments

Disclaimer: The State of Illinois and its administering agencies (ISBE, IDHS, DCFS) do not "approve" or "endorse" any specific screeners, assessments, or curriculum for implementation in any of its funded and/or regulated early childhood programs.

The following examples of screeners, curriculum, and assessment have been determined aligned with the Illinois Early Learning and Development Standards for ages 3–5.

Appropriate Screeners, Curriculum, & Assessments

- Screening
    - *Screening instrument examples:*
        - Pre-IPT
        - PLS-5

Appropriate Screeners, Curriculum, & Assessments

- Curriculum
  - *Theme-Based*
  - *Developmentally appropriate*
  - *Play-based*
  - *Hands on components*

- Assessments
  - *Play-based*
  - *Observational*
  - *Occur multiple times throughout the school year*
  - *Done in both languages*

Running an effective Early Childhood/EL program

- ## Excelerate Standards

  - *Culturally and Linguistically Diverse Standards*

    - Standards with resources available on

      - *Teaching and Learning*

      - *Family and Community Engagement*

      - *Infant & Toddler Services*

      - *Inclusion of Children with Special Needs*

Illinois Early Learning Development Standards (IELDS)

English Language Learner Home Language Development

- Goal 28
    - *Use the home language to communicate within and beyond the classroom.*

- Goal 29
    - *Use the home language to make connections and reinforce knowledge and skills across academic and social areas.*

WIDA Early Learning Standards

**Example Topics and Genres: Content Related to WIDA's English Language Proficiency Standards**

These examples, representative of state academic content standards, provide context for the English language development described in the strands of Model Performance Indicators.

Standard 1: Social and Instructional language	Standard 2: The language of Language Arts	Standard 3: The language of Mathematics	Standard 4: The language of Science	Standard 5: The language of Social Studies
Example Topics • Classrooms • Colors • Feelings • Games • Hygiene & safety • Music & movement • Recreational objects & activities • Routines • School • Self & family • Social behavior • Spatial relations	**Example Genres & Topics** • Chants & songs • Concepts about print • Environmental print • Fairy tales • Forms of print • Make-believe • Nursery rhymes • Picture books • Rhyme • Same & different • Sounds & symbols (Phonemic awareness) • Story elements	**Example Topics** • Attributes • Equivalency • Geometric shapes • Measurement of time • Non-standard measurement tools • Number sense • Numbers & operations • Patterns • Quantity • Size • Spatial relations • Temperature • Weight	**Example Topics** • Air • Animals • Body parts • Change in self & environment • Colors • Forces in nature • Living & non-living things • Night/Day • Rocks • Safety practices • Scientific process • Seasons • Senses • Water • Weather	**Example Topics** • Change from past to present • Classroom/School • Clothing • Community workers • Families • Food • Friends • Historical stories & legends • Homes in a community/ Habitats • Location of objects & places • Neighborhood • Seasons • Shelter • Symbols & holidays • Transportation

ECERS

- Promoting Acceptance of Diversity Indicator
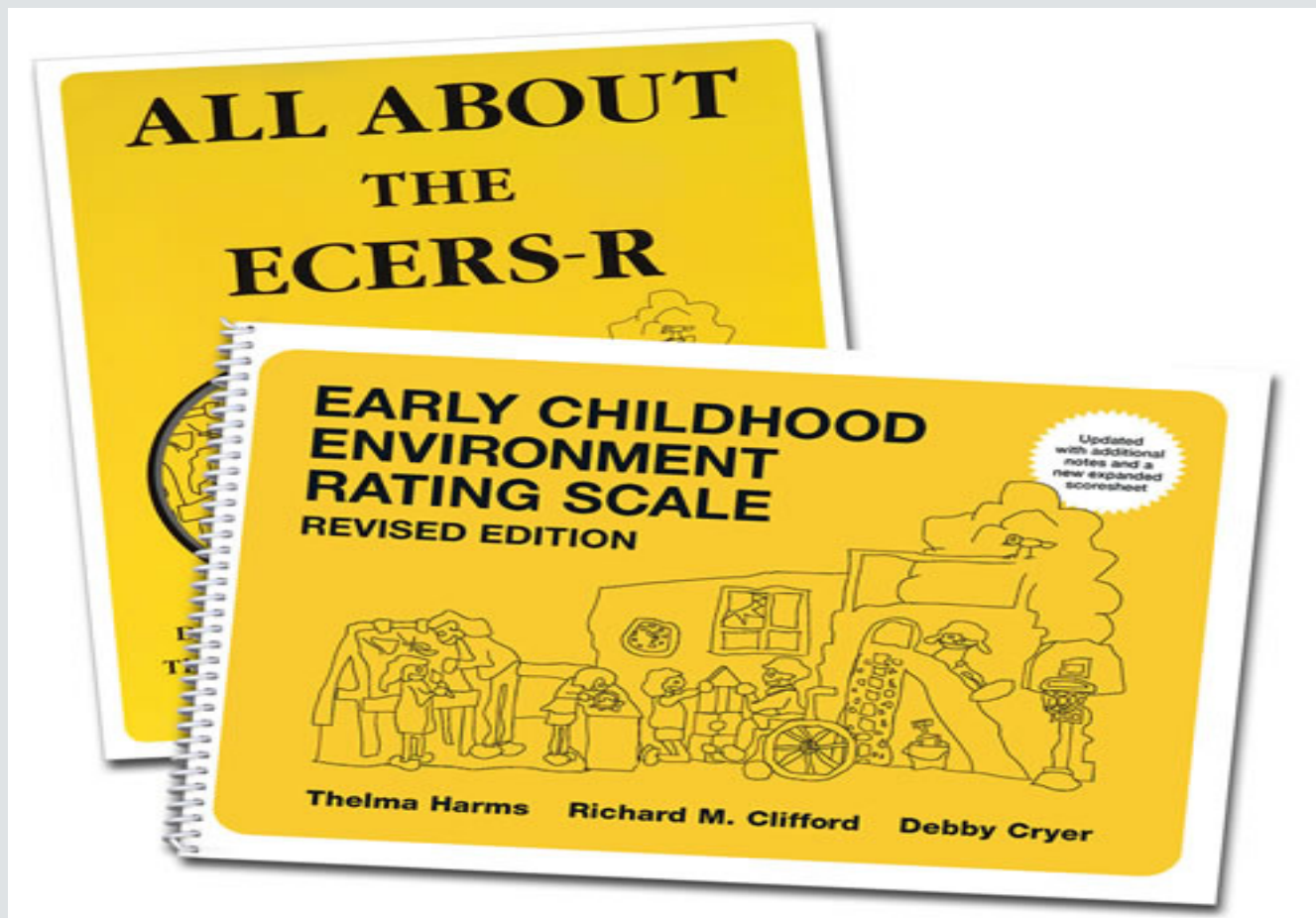
Running an effective Early Childhood/EL program – What does it look like?

- Classroom setting/environment that value student language & culture

- Language allocation plan

- Culturally-relevant studies/themes/topics

- Lesson Plans Differentiated with WIDA Early Language Development Standards

- Family & Community Engagement

Photos courtesy of King's Daughters Day School and Bigstock.com

Brand New Words

Brand New Words-Analysis

Self Assessment
http://modules.lcexcel.com

ExceleRate | Preparing Children for Success | **Self-Assessment**

Standard	Guiding Questions	Documentation
Standard 1 Instructional Environment	<u>To what extent:</u> • Are, materials, posters, signs, charts, schedules etc. available in the languages of the children? • Do art materials include a range of colors of paper, paint, crayon, markers, and patterns that represent a variety of skin tones and culturally relevant inspirations? • Do dolls represent a balance of the physical characteristics of community? • Are bilingual books, home language and English books available in library center and other areas in the room? • Is there a color-coded system to differentiate written language materials? • Is there a safe haven for children to take a break from the pressure of second language learning?	
Standard 2 L1/L2 support (Support of home language and English)	<u>To what extent:</u> • Do lesson plans have a space to address standards in home language and English? • Do bilingual teachers/ teaching teams / direct service providers jointly plan lessons? • Are families engaged in supporting the home language at home? • Are outreach, informational materials, parents' rights, notifications, website, etc. in home languages of community? • Is oral communication available in languages other than English? • Are signs in the hallways, office and outside the buildings in languages other than English? • Are images in common areas representative of the community?	

Types of supports for language development

■ Language Support:

    – *Sensory*

    – *Graphic*

    – *Interactive*

■ Language Scaffolding

    – *Careful design to build on children's already acquired skills and to support progress in language development*

        ■ Environment

        ■ Situations

        ■ Materials

Malak-Hindi child with some english

Interactive Supports	Sensory Supports	Scaffolding
• Audio recordings in Hindi and Urdu from Malak's father. • gestures • One-on-one time playing with classmate Tim or Ms. Kristine (assistant teacher) *Malak may feel more comfortable using her English in the classroom if she is motivated by her play choice and playing with one person she knows and trusts.*	• Multicultural baby dolls and accessories • multicultural dress-up clothes and props • photos of children's families, posted and labeled with names *It may be comforting to Malak to see her family and prompt her to talk about her family and new friends.*	Vocabulary: friends' names, names of play materials • sing repetitive songs while rocking the babies • Ask: Do you like...? • Ask: What will you feed the baby...? *Offer Malak choices that she can point to.*

*excerpted from WIDA Focus on The Early Years #3

Chue-Hmong

Interactive Supports	Sensory Supports	Scaffolding
• Small group, including friends who speak Hmong • Blia Xiong (community volunteer) twice per week during Choice Time	• Photos of vegetables and fruits posted, labeled with the languages in our classroom • Soil, garden tools and watering can, play vegetables and fruits, artificial greens, variety of seeds, baskets, signs from uncle Kou's farmer's market booth • Relevant picture books **Graphic Supports:** Clipboards with graphs	• Vocabulary: names of garden tools, foods, and tasks • Ask open-ended questions: *What do you do at your family's garden?* • Invite Chue to think of a question and use the clipboard to survey friends.

Valentina-Spanish

Interactive Supports	Sensory Supports	Scaffolding
• **Small group,** including friends who speak Spanish • Señora Flores (bilingual parent volunteer	• **Cookbooks** and **magazines** with **photos** illustrating a variety of foods, including foods that Valentina makes with her family at home • **Diverse photos** posted of people cooking, labeled with various new vocabulary words • Play stove, refrigerator, table, cookware, and play foods that **represent the cultures in the classroom** **Graphic Supports:** Notepads with graphs showing various foods	• Vocabulary: names of cooking tools, foods, and tasks • Ask: *How could we…?* • Ask: *Can you explain how you made that?* *This will challenge Valentina to give verbal directions using two or more steps, a skill that she has demonstrated receptively.*

Language Allocation Plan

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 Transitions	30 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

EC Schedule:	minutes (approx)	Mon	Tues	Wed	Thurs	Fri	Spanish minutes	English minutes
arrival	15	spa	spa	spa	spa	spa	75	0
circle	20	spa	spa	spa	spa	spa	100	0
small group	10	spa	eng-SLP	spa	eng-SLP	spa	30	20
centers	50	spa	spa	spa	spa	spa	250	0
gross motor	20	eng	eng	eng	eng	eng	0	100
music	20	spa	library	spa	spa	eng	80	20
departure	10	spa	spa	spa	spa	spa	50	0
total min	145						585	140

*5-toileting

Curriculum Map

- Unit of Study: All About Me

- Time Frame: 6 weeks

- Dates:

- Planning Team:

- <u>Essential Question</u>: What changes do you observe in yourself, others, and in the environment?

- <u>Guiding Questions:</u>

- How did the duckling change?

- How have you changed?

- What can you do now that you couldn't do before?

- How do you feel when _____?

- What changes do you see outside?

- <u>Fairy Tale Hook:</u> The Ugly Duckling

Key Vocabulary	Spanish Vocab	English Vocab	Spanish Sentence/Structures	English Sentence/Structures
Entering 1	**Emociones** feliz triste cansado **Partes del Cuerpo** mano cabeza ojos boca nariz pierna pie dedo	**Emotions** happy sad tired **Parts of the Body** hand head eyes mouth nose leg toe finger	Hoy me siento ____ Este (a) es mi ____	Today I feel _____ This is my _____

Talking together

Sharing at the Easel
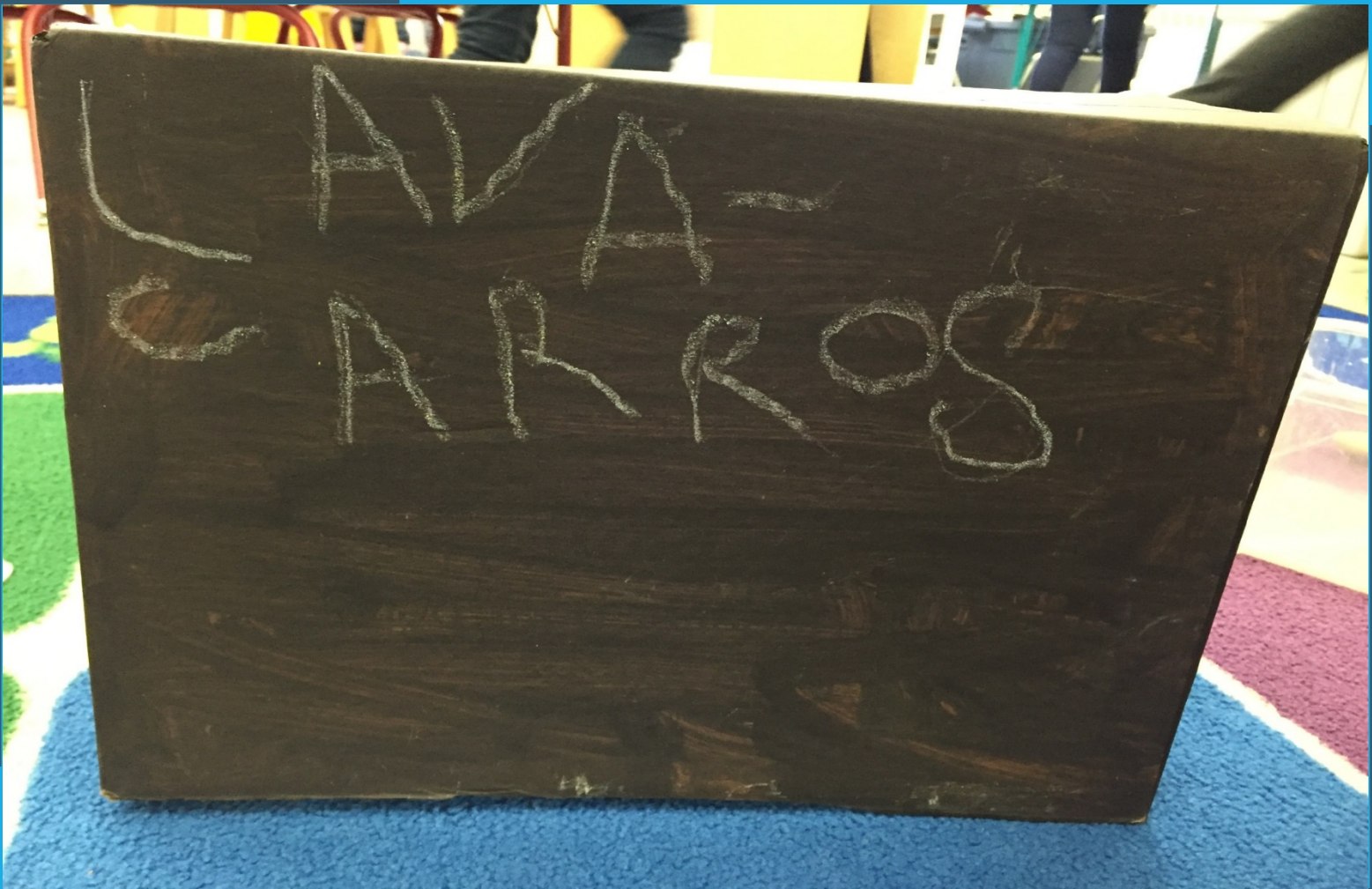
Culturally and linguistically relevant

Family Projects

A Meeting at School

Books in Multiple Languages
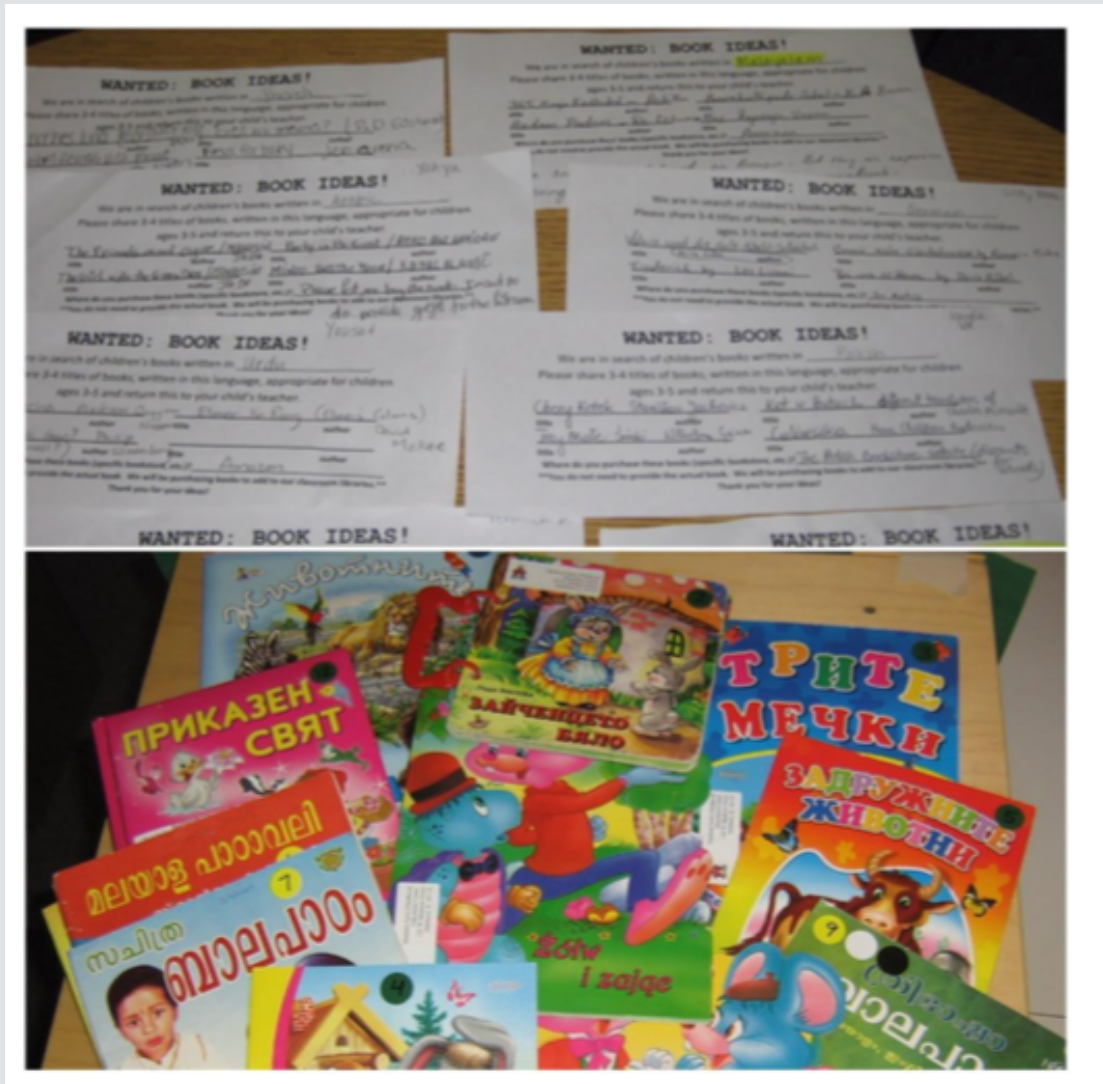
Best Practices: What do they look like?

- Teaching At The Beginning videos

My Pumpkin Story

Data analysis

Data analysis

Preschool Numeracy Indicators: Oral Counting Data
Classroom Level Data: Fall – Winter 2015-2016
Student Data based on Ethnicity

Parent Report

Name:				Age: Age: 3yr 5m	Age: Age: 3yr 9m	Age: 4yr 0m
School Year:			2014-2015	Trimester 1	Trimester 2	Trimester 3
English Language Acquisition	14	Receptive (Understanding English)		Level 1	Level 1	Level 1
	15	Expressive (Speaking English)		Level 1	Level 1	Level 1

Key:

Level 5 Bridging	Student demonstrates near age-appropriate understanding and use of English
Level 3 Developing	Student uses simple English vocabulary and familiar phrases
Level 1 Entering	Student is beginning to understand and speak English

Trimester 1 Notes:
▓▓▓▓ is quiet at school. She watches the children during play time, but prefers quiet activities such as looking at books or completing puzzles.

Trimester 2 Notes:
▓▓▓▓ continues to be quiet at school. She will interact with the other children at times, especially if they are doing quiet activities like puzzles.

Trimester 3 Notes:
▓▓▓▓ will answer questions if they are asked to her. She continues to be quiet in the classroom.

Pre-K to Kindergarten Transitions

Pre-K to Kindergarten Transitions

- **Kindergarten Corner resource from ISBE**
  - *Kindergarten Preparedness Fair with local stakeholders*
  - *Transition Plan between Pre-K and Kindergarten Teachers*

- *Interactive Case Study/PD resource from Harvard Family Research Project: Bridging Worlds: Family Engagement in the Transition to Kindergarten*

Resources

- Program framework, practices, and family and community engagement resources
  - *ISBE Framing Services Toolkit*
  - *ISBE Resources for Supporting Pre-K English Learners*
  - *Webinars on WIDA Standards and best practice*
  - *Illinois Coalition for Immigrant and Refugee Rights Partners List*
  - *BRYCS-Bridging Refugee Youth and Child Services*
  - *Dual Language Learner Toolkit*

  Training & T.A.
    - Early Childhood Center of Professional Development
    - Starnet
    - Erikson Online Bilingual Certification
    - Gateways Race to the Top Education Reimbursement Scholarship

Questions?

Illinois State Board of Education

Division of Early Childhood

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