



Special Topics in English Learner Programming Monthly Webinar

Serving Dual Language Learners in Pre-K

Aug. 8, 2019

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Welcome

**Welcome to OSSE's
Special Topics in English Learner Programming
Webinar for
August 2019!
Serving Dual Language Learners in Pre-K**

Anika Harris, professional development specialist



Objectives

This monthly webinar series will cover a wide array of topics pertaining to English learners (ELs), English language acquisition, and EL program administrative and instructional activities.

ELs in pre-K 3 and 4 settings are also known as dual language learners (DLLs) because they are acquiring their home language and English simultaneously or are learning a second language while continuing to develop their first language. DLLs come from homes where a language other than English is spoken.

Setting up the classroom for DLL success in academics, English language acquisition, and socio-emotional development can be achieved by thoughtful planning before students begin the school year.



Objectives

This month's webinar provides an opportunity to learn about the unique needs of DLLs and their families in order to prepare participants for enriching interactions with and positive learning outcomes for DLLs. During this webinar, participants will:

- Examine the importance of establishing relationships with the families of DLLs;
- Learn what challenges to anticipate in the classroom and how to mitigate them; and
- Consider strategies to maximize DLL participation in the classroom.



Serving DLLs in Pre-K



DLL Facts

The term “dual language learner (DLL)”, as used by the National Academies of Science, Engineering, and Medicine (NASEM), refers to children birth to age 5 in their homes, communities, or early care and education (ECE) programs.¹

In 2015 the Migration Policy Institute provided that 85 percent of pre-kindergarten through 5th grade ELL students are born in the U.S.²

The majority of DLLs, like their EL counterparts, are economically disadvantaged and have parents with low levels of education compared to their native English-speaking peers.³

- 1 NASEM Promoting the Educational Success of Children and Youth Learning English: Promising Futures (2017), p. 65.
- 2 <http://www.migrationpolicy.org/article/limited-english-proficient-population-united-states#Age,%20Race,%20and%20Ethnicity>
- 3 Grantmakers for Education. 2013. *Educating English Language Learners: Grantmaking Strategies for Closing America's Other Achievement Gap*, p. 7.



Most Common Languages

ELs in DC speak 89 different languages, with the most commonly spoken being:

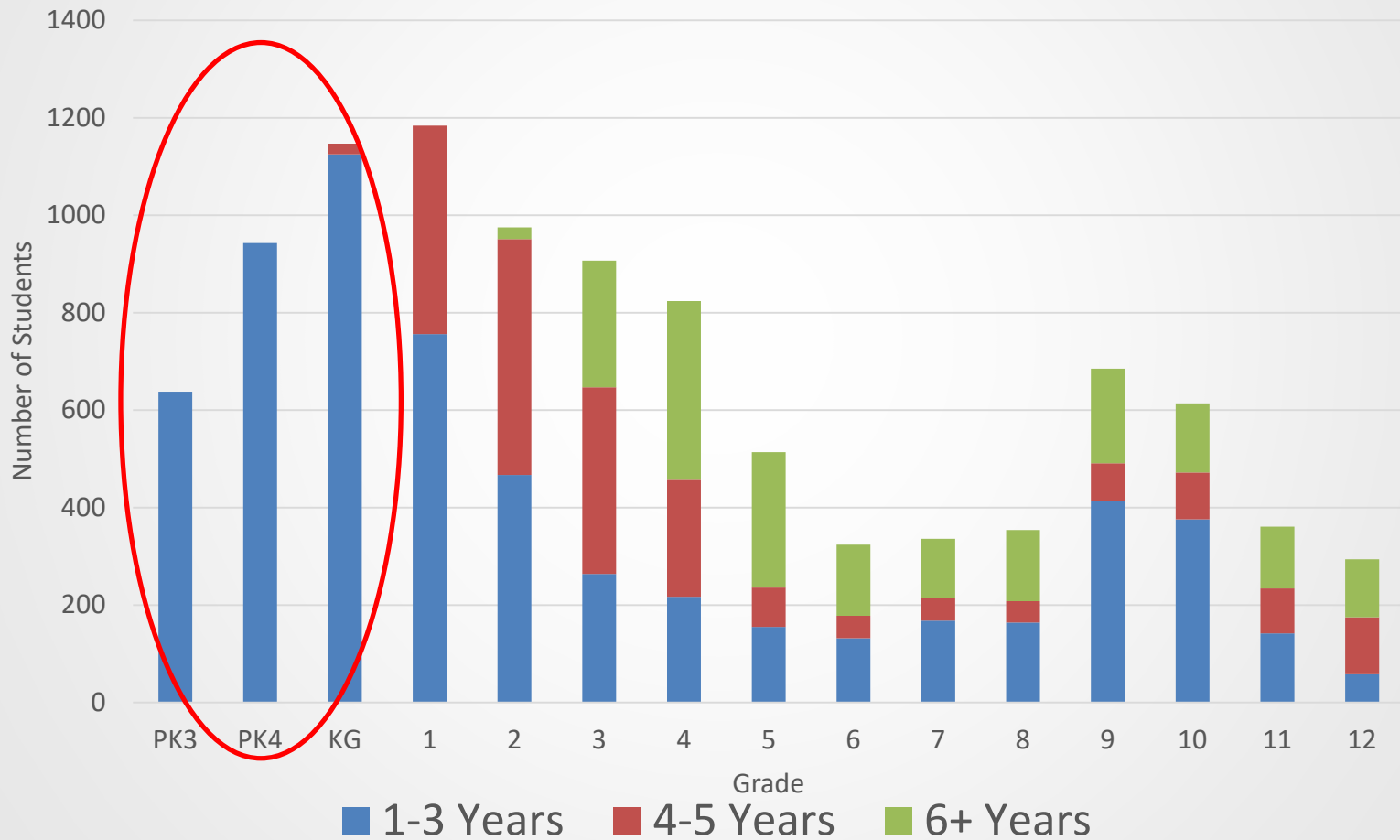
Language	% of ELs who speak it
Spanish	79%
Amharic	5%
French	3%
Chinese	1%
Vietnamese	1%

Data Source: 2017-18 LEP Enrolled EdFacts report, based on 2017-18 Enrollment Audit



Years in EL Status: Current ELs

Current ELs
2017-18 Enrollment



Data Source: OSSE ACCESS History; School Enrollments



Know Your Students

Aim to gather the following information early in the school year:

- ✓ Home Language Survey responses
- ✓ What language(s) the student is most comfortable using
- ✓ Families' needs for language support
- ✓ English language proficiency screener results
- ✓ Health, learning, or behavior concerns
- ✓ Holidays, customs, or behaviors that differ from those of the dominant community at school.



Relationship with Families

Is your LEA's EL family engagement program aligned with the statements below?

Areas	Yes (3)	In Progress (2)	No (1)
15. Communication and Relationships with Parents of ELs			
The school provides information about programs, services, and/or activities in a language parents understand as much as possible.			
The school has procedures and systems in place to provide interpreters for parents if needed and/or requested.			
The school conducts outreach to engage parents of ELs in regular school functions and meetings.			
The school provides training opportunities to parents to increase their participation in their children's education.			
The school keeps records of all parental involvement activities.			

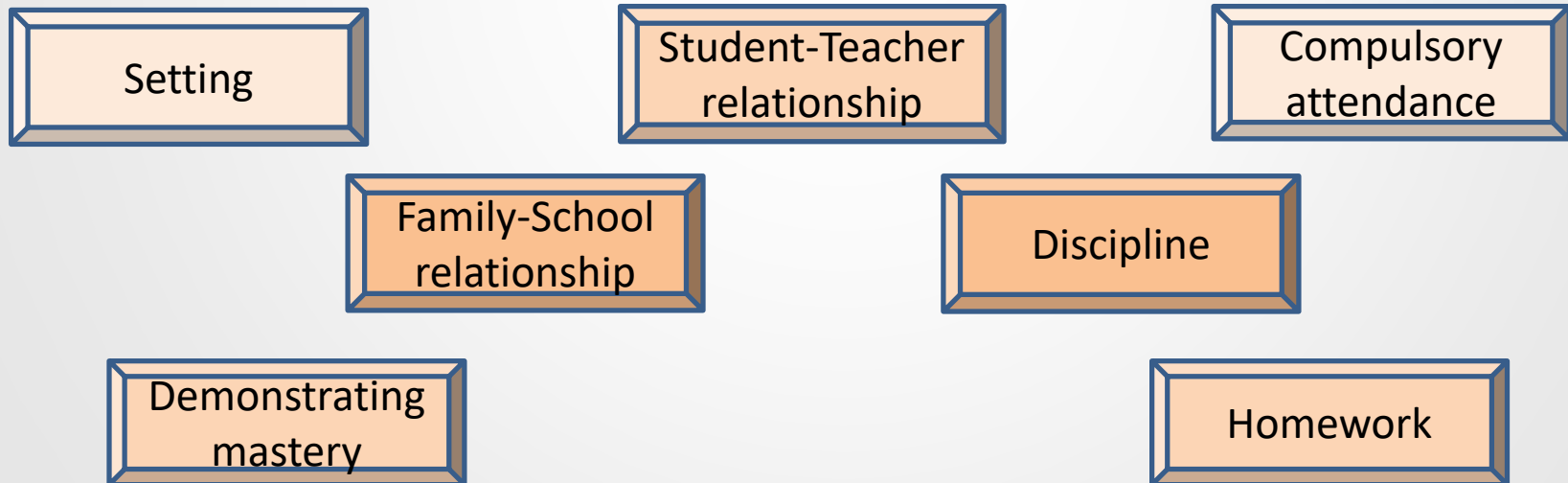


Relationship with Families

Family support and the information families provide is crucial to both student success and your LEA's ability to support DLLs.

What is so unique about DLL family engagement?

Families may come with prior school experiences that differ from the experiences their child will have in the US.

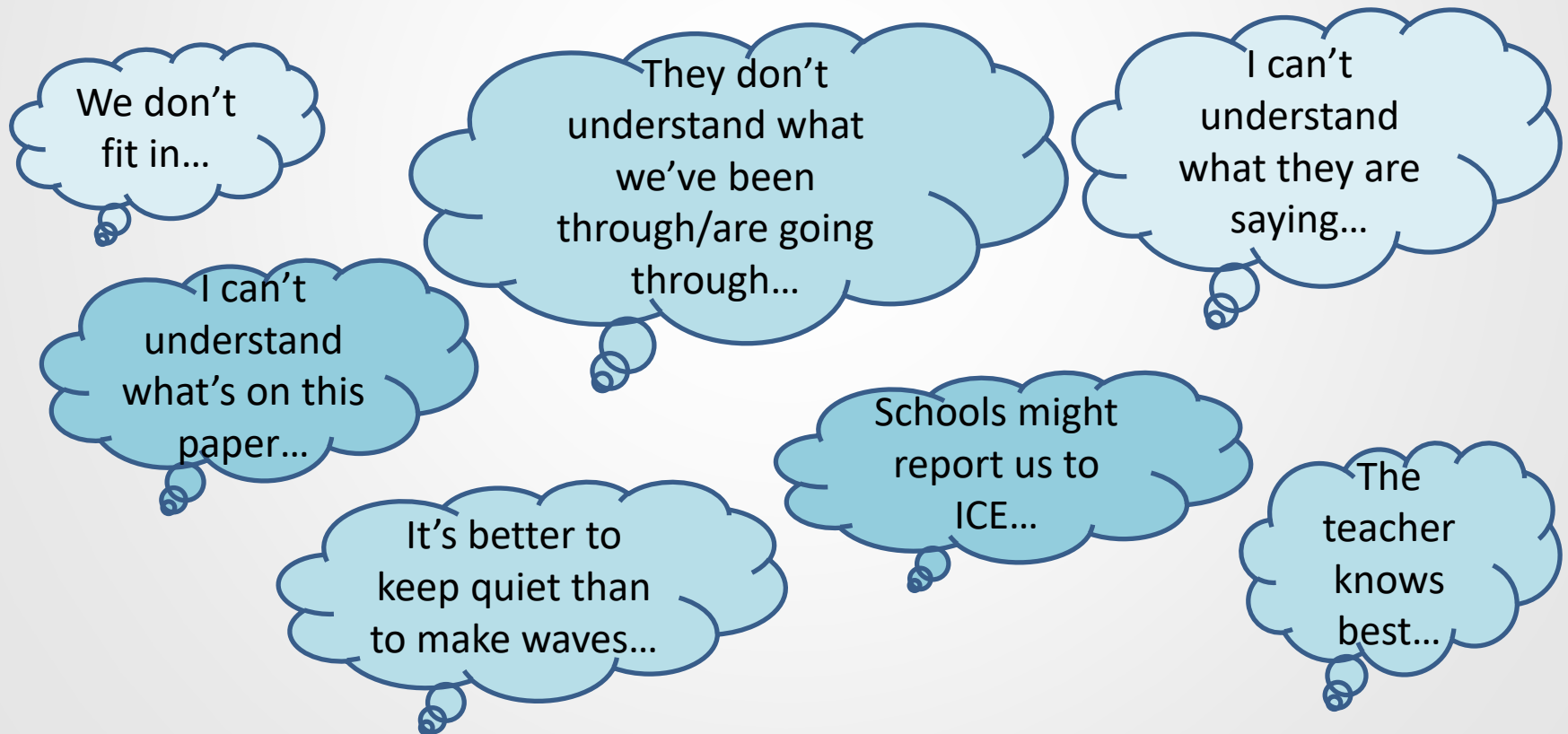




Relationship with Families

What else is so unique about DLL family engagement?

Families may come with expectations that do not match the reality of what school is in the US. Some may feel intimidated by the US education system.





Relationship with Families

Set expectations early on and work to undo possible feelings of unease.

Conducting a parent orientation before school or early in the school year is one way to initiate positive relationship building with families of DLLs.

DLL family friendly orientation ideas include creating a social story, slideshow or video of the school day and events of note for parents.

The following slide provides an example of a social story...



Relationship with Families



Time for School

A social story



I share toys with my friends.



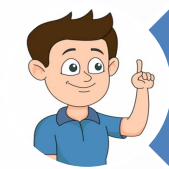
It's time to go to school!



I eat breakfast.



I say goodbye to my family.



I raise my finger when I need
to use the bathroom.



I put my backpack in my
cubby.



I sit on the rug.



I play at centers.



I play outside.



Preparing for Day One

It is normal for early learners to experience separation anxiety when they begin school.

This can be true for DLLs who have the additional burden of being in an environment where they are not able to communicate in their primary language.

Be proactive by:

- ❖ Creating a warm, inviting, orderly environment
- ❖ Be a nurturing and calming presence
- ❖ Having a plan to communicate with parents about parent transition
- ❖ Labeling classroom items and places in English and the home language
- ❖ Labeling visuals that you and the students can refer to for survival purposes: bathroom, sick, mommy/daddy/guardian, hungry, thirsty, tired.
- ❖ Teaching social language that will ease tensions when the student cannot express him/herself, i.e., not sharing, hitting, biting, etc.



The Silent Period

Separation anxiety is normal for children entering school at this age...

So is a brief silent period, when children are reluctant to speak as they adjust to their new environment.

DLLs with no or limited proficiency in English must also adjust to a new language.

Note that DLLs are:

- Still learning even if they do not yet speak
- Busy absorbing rules and content
- Engaged in grasping the structures of the new language.

The silent period may last for up to six months³.

Consider the following when planning a DLL-friendly classroom:

- ❖ A bilingual word wall accompanied by visuals
- ❖ A visual schedule
- ❖ Predictable routines
- ❖ Picture walks before read alouds





Instruction

Consider the following when planning a DLL-friendly classroom:

Build background
knowledge

Start with one-step instructions (“Sit on the rug.”). Upon mastery, use two-step instructions (“Sit on the rug and put your hands in your lap.”)

Repeat/rephrase instructions

Model the desired outcome

Build in opportunities for choral responses

Maintain high expectations

Additional considerations are described in Appendix A of Delivering Education Services to English Learners (<https://osse.dc.gov/node/1277996>).



Socio-emotional Development

Undesirable behaviors can appear in any pre-K classroom as students do not yet have the:

- Language and social skills to negotiate their needs and wants
- Self-regulatory skills to control their emotions.

When a DLL acts out, frustration or fatigue may be an additional factor.

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Socio-emotional Development

Frustration

Needs words to express wants, needs, or source of frustration

Needs words to share a response during instruction

Needs a brain break from processing two or more languages

Solution

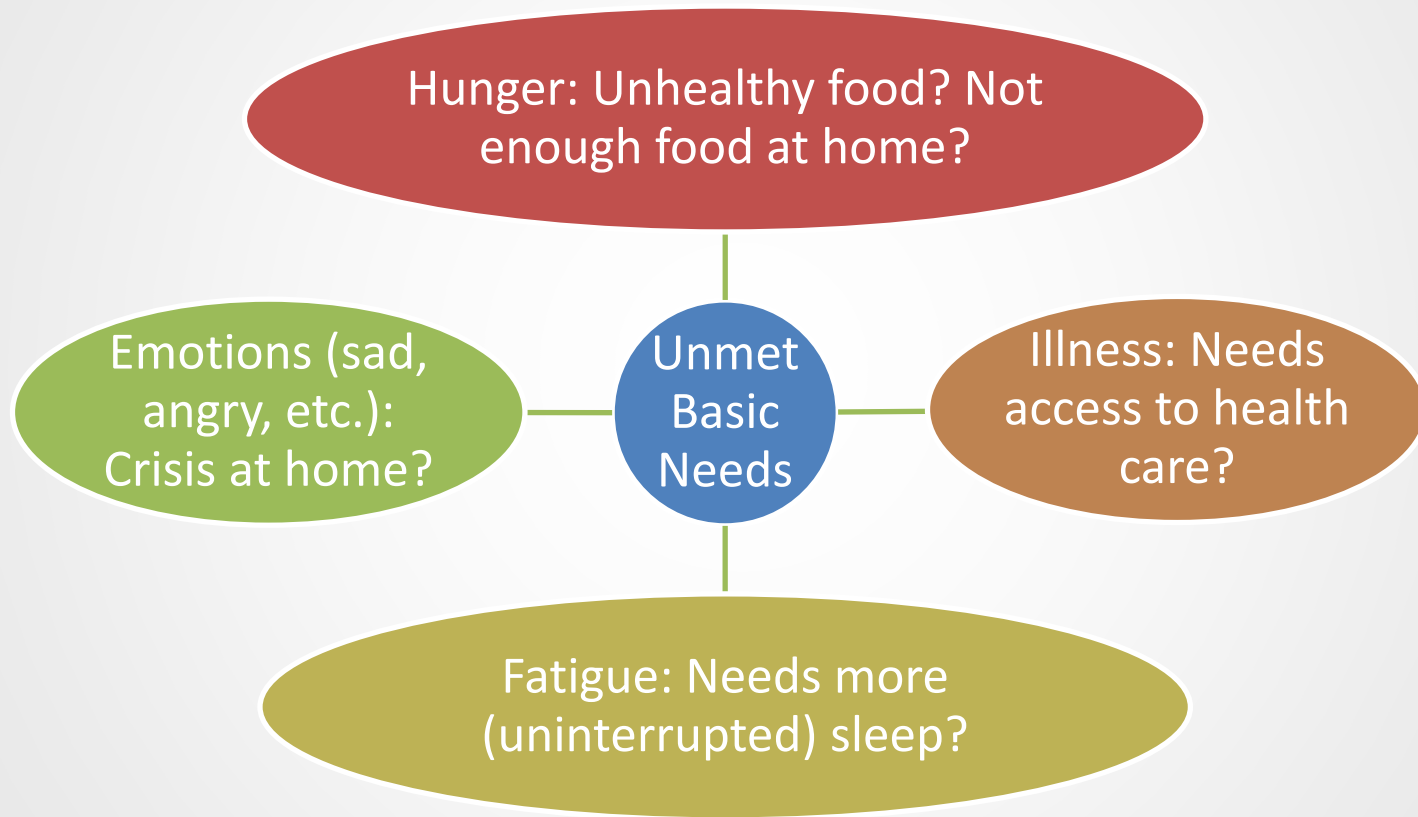
Socio-emotional curriculum can address sharing, taking turns, and getting along with others

10 seconds of wait time gives space to find the word(s) or phrasing for a response

5 – 10 minutes of brain break time readies the mind for academic engagement

Socio-emotional Development

If a child's basic needs are not being met, they may respond with undesirable behavior.



Educating parents on the effects unmet basic needs have on learning may be warranted.



Assessment

Expressing oneself orally is not easy.

It takes time to learn content.

It takes time to learn another language.

To prepare for assessing emergent DLLs, teach the content with highly engaging materials that make content and language acquisition more easily attainable.

Consider adding:

Visuals

Manipulatives

Realia
(objects
from daily
life)

Movement

Gestures



Assessment

To help DLLs demonstrate mastery of the content:

- 1 Plan lessons so they have repeated exposure to the content in English.
- 2 Use the visuals on the assessment that were used in the lesson; use the gestures on the assessment that were used in the lesson; etc.
- 3 Plan test items that elicit responses at their English proficiency level.
- 4 Practice giving one or two test items and model responses before beginning the assessment.



Assessment


Example assessment:





Assessment

If a DLL is not performing well on an assessment, reflect by asking:



“Have I provided an opportunity for the student to show what they know non-verbally?”

“Have I provided multiple opportunities for the student to hear, speak, and interact with the content prior to the assessment?”

Does the parent need education on or support to help meet their child’s basic needs so he/she can be successful academically?

Does the parent need support with reinforcing learning at home?



Standards Based Instruction

WIDA offers Early Years Can Do Descriptors, for use with DLLs ages 2.5 to 5.5, that are rooted in their Early English Language Development Standards.

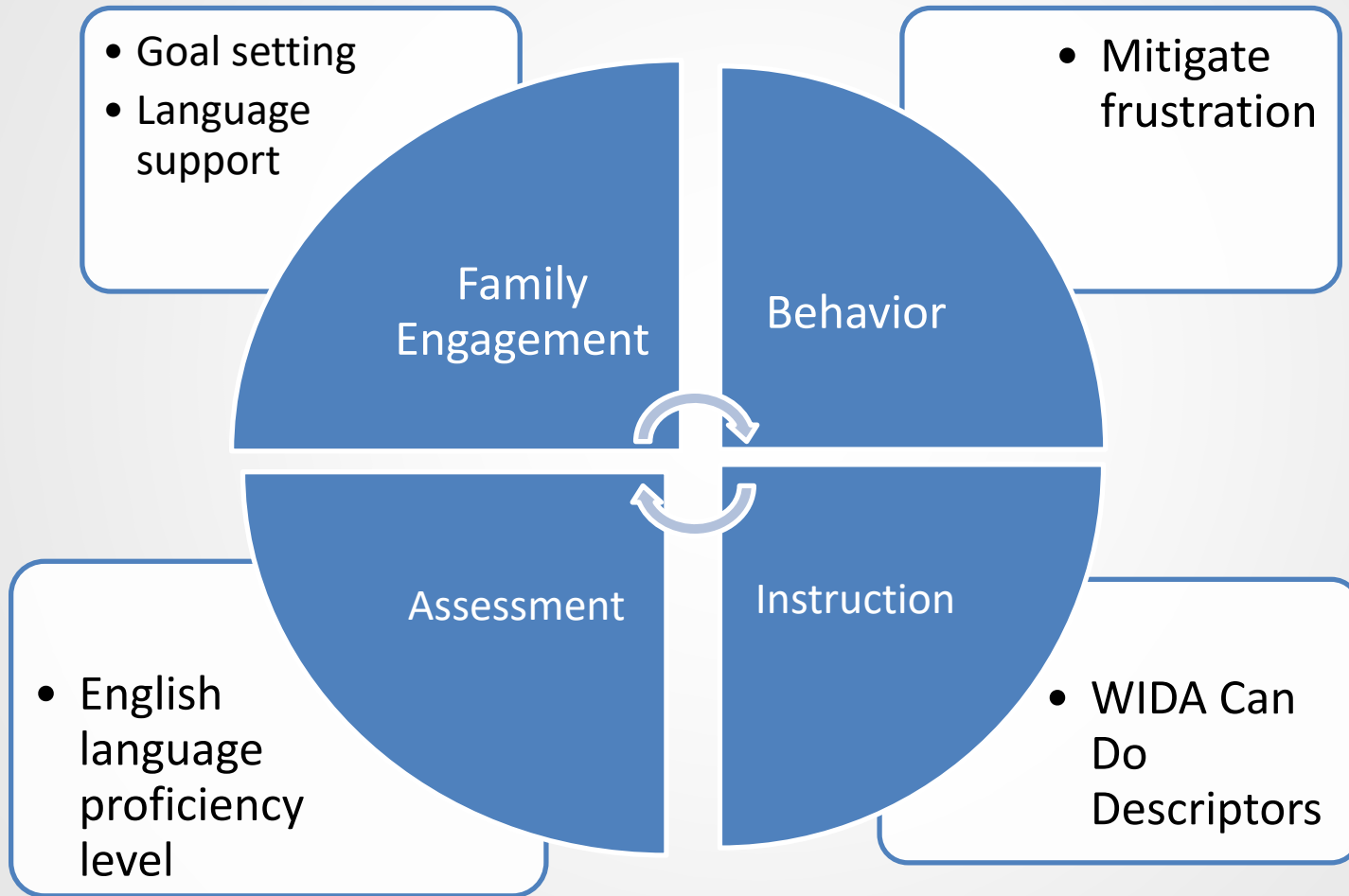
The Can Do Descriptors give educators insight into what DLLs can do in the classroom with the English language by the end of a given English proficiency level.

They are divided by age band and, further, by expressive (speaking) and receptive (listening) skills.

These may be used to plan:

- ❖ Pre-assessments, formative, and summative assessments
- ❖ Content lessons
- ❖ Conversations with parents around their child's English language development

What areas do you commit to developing for the benefit of DLLs at your LEA?





DIVISION OF TEACHING & LEARNING

Professional Development
Training Opportunities



TAL Professional Development Team

The Division of Teaching and Learning's (TAL) Professional Development Team works to deliver responsive systems of professional learning and high-quality technical support to District LEAs and schools. The team supports a wide range of topics and interventions through professional development, direct LEA/school-based support, the facilitation of communities of practice, and through city-wide convenings.



TAL Professional Development Team

I have a question about...	Point of Contact
Training and Technical Assistance Manager	Jenye.Fletcher@dc.gov
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Upcoming Training Opportunities

All professional development training opportunities, including registration links, are announced one to two months ahead of time in OSSE's weekly newsletter, the [LEA Look Forward](#) and on the [OSSE Events Calendar](#).

05/14/2019 - 8:30am

[Skills and Strategies to Adapt Math and Science for English Learners](#)

05/14/2019 - 9:00am

[2018-19 Restorative Justice Monthly Community of Practice](#)

05/14/2019

[2019 SFSP](#)

Events Calendar:
osse.dc.gov/events

05/15/2019 - 8:30am

[Trauma Informed Care - Introductory Training](#)

05/16/2019 - 8:30am

[Focus on K-2 Math Instruction: Number and Operations](#)

05/17/2019 - 8:30am

[Preparation and Customization of a K-5 Eureka Math Lesson](#)

-31

See next slide for instructions to subscribe to the LEA Look Forward



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LEA LOOK FORWARD

Professional Development Opportunities

- [Social and Emotional Learning \(SEL\) CORE Competencies Training](#)
- [Classroom Engagement Series: Strategies and Skills to Improve Student Behavior and Classroom Communities](#) (reminder)
- [DC Teen Writers: Submit Your Writing and Meet with Author Nafissa Thompson-Spires](#) (reminder)
- [2019 iDC Institute: Call for Proposals and Registration](#) (reminder)
- [Culturally Responsive Literacy Instruction: A Framework to Increase Engagement and Student Achievement](#) (reminder)
- [Save the Date! The IEP Quality Capacity-Building Summer Series](#) (reminder)



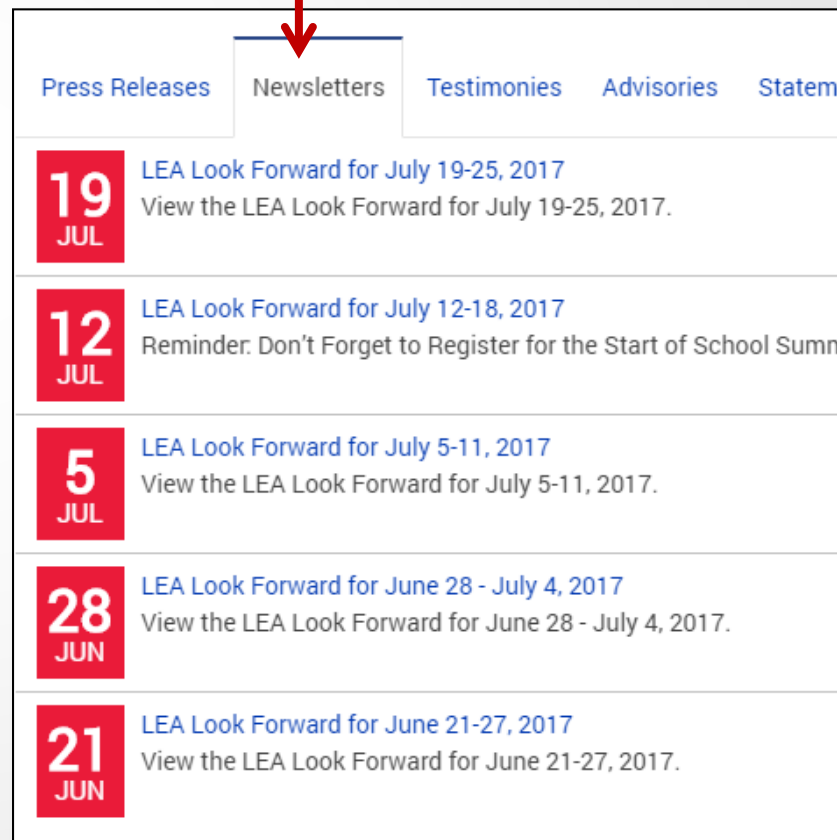
LEA Look Forward Newsletter

Weekly newsletter containing important information and announcements:

- Start of school updates
- Updates to relevant laws and policies
- Grant opportunities
- Reminders of key dates & deadlines
- Professional development opportunities

Subscribe to receive the weekly newsletter in your inbox each Wednesday by sending a request to OSSE.Communications@dc.gov.

View recent versions on OSSE home page under “Newsletters” www.osse.dc.gov or www.osse.dc.gov/newsroom/newsletters



Press Releases	Newsletters	Testimonies	Advisories	Statements
	19 JUL LEA Look Forward for July 19-25, 2017 View the LEA Look Forward for July 19-25, 2017.			
	12 JUL LEA Look Forward for July 12-18, 2017 Reminder: Don't Forget to Register for the Start of School Summ			
	5 JUL LEA Look Forward for July 5-11, 2017 View the LEA Look Forward for July 5-11, 2017.			
	28 JUN LEA Look Forward for June 28 - July 4, 2017 View the LEA Look Forward for June 28 - July 4, 2017.			
	21 JUN LEA Look Forward for June 21-27, 2017 View the LEA Look Forward for June 21-27, 2017.			



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LEA LOOK FORWARD



Resources

The updated publication [*Delivering Education Services to English Learners: Policies and Procedures for Administrators, Instructional Leaders, and Teachers in the District of Columbia*](#) is now available for download.

The School Readiness Reflection Tool is found in Appendix E of OSSE's publication [*Delivering Education Services to English Learners*](#).

OSSE's EL website is www.osse.dc.org/page/english-learners-els.

On-site technical assistance and EL program support is available! EL programs may contact Anika.Harris@dc.gov or Jennifer.Norton@dc.gov. Dual language programs may contact Santiago.Sanchez@dc.gov.



Upcoming Events

OSSE hosts a monthly Special Topics in English Learner Programming webinar broadcast on the second Thursday of every month from 3-4 p.m. The next webinar will take place **Thursday, Sept. 12, 2019**. Register here:

<https://attendee.gotowebinar.com/register/4306868809909867787>.

Authors Persida and William Himmele present The Language-Rich Classroom on **Friday, Sept. 13, 2019**. Based on their book of the same name, the workshop provides K-12 teachers their five-part research-based framework to help ELs attain greater language skills and deeper content comprehension. Register here:

<https://www.eventbrite.com/e/the-language-rich-classroom-supporting-english-learners-in-classroom-content-tickets-65690707675>.

All K-12 LEA-level users of the EL Qlik may join a webinar covering directions, strategies and practice using this tool to strengthen your LEA or school's planning to welcome and support ELs. This webinar will take place on **Thursday, Aug. 15, 2019, 1-2 p.m.** [Register here](#):

<https://register.gotowebinar.com/register/6427092266345484555>.



Upcoming Events

OSSE, in partnership with Paridad Education, will provide a Summer Bootcamp for New Dual Language Teachers, for **new pre-K through grade 12 dual language teachers** on **Monday through Friday, Aug. 5-9, 2019, 8:30 a.m.-3:30 p.m.** at the **Kellogg Conference Hotel**. <https://www.eventbrite.com/e/summer-bootcamp-for-new-dual-language-teachers-tickets-64634428315>

OSSE, in partnership with Paridad Education, will provide professional development for **pre-K through grade 5 bilingual language teachers** in Spanish dual-language programs on **Monday and Tuesday, Aug. 12-13, 2019, 8:30 a.m.-3:30 p.m.** at the **Hilton Garden Inn**. <https://www.eventbrite.com/e/spanish-literacy-tickets-64635802425>.

OSSE, in partnership with TaJu Educational Solutions, will provide a Dual Language Leadership Institute for **principals, assistant principals, instructional coaches, and teacher leaders** on **Thursday and Friday, Aug. 15-16, 2019, 8:30 a.m. -3:30 p.m.** at the **Hilton Garden Inn**. <https://www.eventbrite.com/e/dual-language-leadership-institute-tickets-65105134209>



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| Thank you!