Language Learning Project

Strategies for Supporting Dual Language Learners Birth to 5
WELCOME
Webinar Agenda

- Introduction: Background
- Recent Science: Early Bilingualism and School Success for DLLs
- Building on the Foundation of Developmentally Appropriate Practice
- Personalized Oral Language(s) Learning (POLL)
- Voices From The Field: POLL In Practice
- Toolkit Review
- Questions and Answers
- Voices From The Field: LLP In The Community
- Closing
Our Presenters

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Songs and chants
The melody of the Language Learning Project
I am the conductor, I come from early ed

I can play

On my piano

Plink, plink, plink .....
En Español
Yo soy conductor de cuidado de niños

Yo puedo tocar

Con mi piano

Plink, plink, plink ….
Language Learning Project

How we got started…
Deepening our work...

Language Learning Project
RECENT SCIENCE: EARLY BILINGUALISM AND SCHOOL SUCCESS FOR DLLS

LINDA ESPINOSA, Ph.D.
WHO ARE DUAL LANGUAGE LEARNERS?

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

• K-12 term is EL/ELL
Diverse group that is growing—in size and diversity of backgrounds

More than 30% of children enrolled in Head Start live in households where English is not the primary language (ACF, 2015)

More than 140 languages present in Head Start

Increased from 11% of students in 1980 to almost 25% of all students in 2017 (NASEM, 2017); 27% of all children in U.S. born in DL homes; most speak Spanish, 79-90%

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CALIFORNIA’S DLL/ELLS

- From 2015-2018 percentage of ELLs reclassified to Fluent English Proficient increased from 16-18%

- 67 different language groups in CA public schools

- CA DLL/ELLs are highly diverse: background, language, culture, immigration status, age of exposure to English, SES, talents & needs
AND MORE...

• Reading achievement of ELLs not good on CAASPP in 2017: >50% below Level 1 at 3rd grade; >68% at 8th grade

• Of ELLs Reclassified, >64% met standard; only 45% of EOs

• Unfortunately, in California and most states there are no consistent criteria for identifying DLLs during preschool or standard requirements for teacher qualifications for working with DLL and families
PERSONAL HISTORY WITH BILINGUALISM

Think About:

1. If you are bilingual, what do you remember about learning your second language ...age ...context ...feelings?

2. If you are monolingual and serve DLLs, how many languages are present in your classroom...community...staff language capacities???
Promoting the Educational Success of Children and Youth Learning English

Promising Futures

The National Academies of
SCIENCES • ENGINEERING • MEDICINE
STRONG EVIDENCE FOR...

- ALL infants, toddlers, preschoolers have **capacity** to learn more than one language and balanced bilingualism carries significant social, linguistic, cognitive, and cultural benefits.

- Those DLLs with more **balanced bilingual skills** showed greatest advantages.

- Beginning bilingual exposure **before 3 years of age with sufficient exposure** leads to best proficiency in English long-term.

- Children need language exposure from **competent speakers** of that language---importance of good language role models.
CRITICAL PERIOD FOR LANGUAGE

[Graph showing the decline of language learning ability with age, indicating the critical period for acquiring a new language is during childhood.]
MORE STRONG EVIDENCE FOR….

• Language interactions need to be frequent, responsive to child’s interests, expanded and varied to promote oral language development

• Emphasis on oral language skills during ECE

• Stronger L1 and English skills at kindergarten entry predicted best school outcomes

• L1 must be explicitly and systematically supported or it will decline once DL children are exposed to English
• **Specific instructional approaches and strategies** (scaffolding language to promote English comprehension) are important for bilingual progress.

• **Frequent assessment**—formative—is essential to program effectiveness.

• **Families** must be involved in education of DLLs.

• ECE teachers need **specific training and competencies** to meet needs of DLLs.
Systematic exposure to English and ongoing support of L1 in a language-rich environment is critical.
HOME LANGUAGE LOSS

• Retention and development of the home language is important for personal, socio-cultural, educational & economic reasons

• Historically, in U.S. studies DLLs tend to lose home language: evidenced in studies of proficiency, preference, incomplete or non-native competence, reduced vocabulary, processing speed

• More loss, the earlier exposure to English without home language support

• Parents play a key role in maintaining home language skills
**LANGUAGE APPROACHES FOR DLLS**

- **Dual language** models recommended, but often not possible: balanced approaches that provide equal opportunities to learn content in both languages.

- **Primarily English with support for L1** *(most common)*
  - Set of strategies that all ECE staff can implement to support all DLLs.....**POLL**
  - Global high quality is important, but not sufficient (California Preschool Program Guidelines)
• Understand 1\textsuperscript{st} and 2\textsuperscript{nd} language development in early years

• Can implement proven strategies to support oral language development in both languages

• Understand how to positively engage diverse families

• Can promote development & learning of DLLs through effective instructional approaches across domains

• Understand how personal beliefs and experiences influence language interactions with DLLs

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Video

Bilingualism

https://youtu.be/zfIE75JjLmA
WHAT QUESTIONS DO YOU HAVE?
BUILDING ON THE FOUNDATION OF DEVELOPMENTALLY APPROPRIATE PRACTICE

SUE BREDEKAMP, Ph.D.
QUESTIONS TO CONSIDER

• What is developmentally appropriate, effective practice?

• What is the relationship between POLL and developmentally appropriate practice (DAP)?

• Are POLL Strategies developmentally appropriate?
NAEYC (2020) defines developmentally appropriate practice as “practice that promotes each child’s optimal learning and development through a strengths-based approach to joyful, engaged learning”.

To do so, educators:

• Recognize the multiple assets all young children bring as unique individuals and as members of families and communities.

• Design and implement learning settings to help each child achieve their full potential across all domains of development and all content areas.

• Recognize and support each individual as a valued member of the learning community.

To be developmentally appropriate, practices must be culturally and linguistically appropriate for each child.
INTENTIONAL TEACHING AND DAP

• Foundation of DAP is educators’ knowledge of how children develop and learn optimally.

• **Ultimate goal** is to promote the development and enhance the learning of each child.

• Goals for children need to be achievable but also challenging (i.e. developmentally appropriate) for most children within the given age range.

• Intentional teaching adapts for the strengths, experiences, interests, and abilities of individual children within a cultural and linguistic context.

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Developmentally appropriate practice (DAP) is the foundation on which all high-quality programs are built. DAP provides the framework within which the POLL strategies are implemented.

DAP alone is necessary but not sufficient to effectively promote the development of dual language learners.

Both DAP and POLL are needed to support dual language learners.

To do so, educators intentionally use the additional, proven effective POLL strategies to help children acquire English while further developing their home language.
YES, POLL STRATEGIES ARE DEVELOPMENTALLY APPROPRIATE!

- Based on most current knowledge of effective practices for dual language learners within the context of a high-quality program.

- Actively engage children in guided play with adult-scaffolding during child- & educator-initiated experiences in centers, large and small groups.

- Intentional planning and teaching throughout the day (i.e. intentional message, key vocabulary words, anchor text, songs/chants).

- Implementing the POLL strategies during extended activities is developmentally appropriate practice in action.

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CONCLUSION

• Serving dual language learners acts like a magnifying glass on the developmental appropriateness of an early childhood program.

• In a high quality, developmentally appropriate program, each and every child feels a sense of safety and belonging. Their family, culture, language, and identity are embraced and supported.
PERSONALIZED ORAL LANGUAGE(S) LEARNING (POLL)

LINDA ESPINOSA, Ph.D.
ELIZABETH MAGRUDER, M.ED.
Personalized Oral Language(s) Learning: (POLL)

• Origins: LAUSD Transitional Kindergarten Program (2010-13)

• Research-based features

• Provides ALL ECE staff tools to support ALL languages
Best Practices for DLLs: What Have We Learned?

When it comes to learning two languages…

• **Two** is definitely better than one

• **Earlier** is definitely better than later
“...Believe “in your bones” that having a second language in addition to English is a gift, and not a disadvantage, and diversity is a resource, not a problem to be solved...”

Espinosa and Magruder (2015), p. 80
Strategic Support for Dual Language Learners

- Family Languages and Interests
- Environmental Supports
- Instructional Supports

Personalized Oral Language(s) Learning

(Espinosa, Oliva-Olson, Magruder, 2010)
A Foundation to Build on During COVID-19 and Beyond
POLL STRATEGY:

FAMILY LANGUAGES AND INTERESTS
Where Do We Start?

...with the Family!
Family Language and Interests Interview

Talents

Interests

Toys, books, outdoors

Friends, family

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The Value of Home Languages

Barbara Blakely

https://vimeo.com/471524395
Family Engagement is a *process*...not an event!

This process begins from the moment you first meet a family and it continues throughout the time their child is in your care.
Partnering with Families
Supporting the Use of Home Language and Learning English

**What?** (Strategies, Tools, Structures)

- Family Interests Interview
- Daily Interactions at pick up/drop off
- Parent/family workshops and events
- In home and “at school” support
- Training and preparation to support language interactions

**So What?** (Why is this important?)

- Building relationships
- Establishing a culture of learning/sharing
- Partnering in their child’s care and education
- Reinforcing and modeling the importance of supporting and maintaining home language(s) while learning English

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Video
Resources to Support Home Language
Barbara Blakely

https://vimeo.com/471524581
POLL STRATEGY:
ENVIRONMENTAL SUPPORTS
Setting the Stage: The Classroom Environment

- Sets the stage for active and engaged learning
- Warm, welcoming, and inclusive of all children
- Safe, organized, and has clear pathways for movement
POLL Strategy: Environmental Supports

STRATEGICALLY SUPPORT LEARNING IN ALL LANGUAGES
Environmental Supports...
Visually engaging and interactive
Environmental Supports...

**Provide visual information**

- Labeling
- Color coding
- Matching objects to photos
Environmental Supports...

Facilitate rich conversations
Environmental Supports...

Promote small group interactions

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Environmental Supports...

Provide spaces for independent learning
Environmental supports...

- Value and support home language
Video

Partnering with Families to Shape the Environment

Maritza

https://vimeo.com/427454671
Rich Language Exchanges Happen...

Throughout the day

Spontaneously and “in the moment”

In response to the child

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POLL Strategy: Instructional Supports
Guiding Rich Language Development

• Anchor Text/Experiences
• Intentional Message
• Songs and Chants
• Gestures/Visual Cues

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Anchor Text
Selected to Enhance Vocabulary Development

Literature selections, read repetitively, foster vocabulary and concept development through interactive conversations.
Anchor Experiences

For infants and toddlers, vocabulary selection is based on:

• The child’s lead and interests
• What the family has communicated to you
• Concepts and ideas that are being explored
• Moments when the child is deeply focused on something (e.g. lights, teacher’s face, toy)

Anchor experiences are based on the infant/toddlers’ interests in the moment! These experiences may or may not involve books and written print.
Anchor Texts/Anchor Experiences

- Rich literature or experience that anchors the big idea, concept, and theme
- Read and/or revisited over and over
- Thoughtfully selected for rich content and academic vocabulary
- The foundation for integrated and intentional planning

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Vocabulary Development:
Learning New Words can be a Challenge…
In what ways can we help children make meaning?

- So many words – *be selective and intentional*
- Repetition is key
- Words represent concepts
- Easier → new word + **known** concept
- Harder → new word + **new** concept

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Preview and Review

• Read the anchor text and/or introduce targeted vocabulary in home language the week or days before it is read in English.

• Send the anchor text and/or targeted vocabulary home in the home language.

• Introduce and review targeted vocabulary in hands-on activities using gestures, visual cues, and realia.
POLL Strategy: Instructional Supports
Guiding Rich Language Development

✓ Anchor Text/Experiences

➢ Intentional Message
  • Songs and Chants
  • Gestures/Visual Cues

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Embedded with content vocabulary, this written message sets the purpose of each learning activity or experience.

Today, we are going to observe and build a structure.
Scientists, today we will observe the green, squirmy, caterpillars.

Today explorers, let’s use our fingers to gently touch the flowers.
We live in a neighborhood.

This intentional message can be introduced and expanded with children.

Using realia, you can add descriptive words to connect to deeper meaning.

Examples: large, busy, noisy, quiet, families, parks, trees, green grass, buildings, shops

We live in a large neighborhood with houses, parks, and tall green trees.
Many animals live on a farm.

What more might we add to this?

moo

cows

baa

sheep

oink

pigs

bleet

goats
Let’s use our bodies to wiggle, slide, jump, and twist.

Intentional messages aren’t always written and introduced during a more formal lesson. They can be verbal and used repetitively throughout the day.
Touch the red and orange leaf...leaf...leaf...

For infants and toddlers, you may focus on one word and use it repetitively and in different contexts.
Who is in the mirror? That’s Sara, Sara, Sara! Sara is moving and kicking her legs...kick, kick, kick.

Because infants’ movements and routines can sometimes be predictable, an intentional message might describe something they do a lot.

Use the intentional message to describe what the child is doing in the moment. Then revisit the vocabulary often to reinforce the meaning.
Video

Intentional Message

Iaisha

https://vimeo.com/422978776
POLL Strategy: Instructional Supports
Guiding Rich Language Development

✓ Anchor Text/Experiences
✓ Intentional Message
➢ Songs and Chants
• Gestures/Visual Cues

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Songs/Chants: Enhance Vocabulary Development

Academic and content vocabulary are woven into familiar songs and chants to encourage repetition and to reinforce meaning.

Open shut them
Open shut them
Give a little clap, clap, clap

Open shut them
Open shut them
Put them in your lap, lap, lap

Build a structure very tall
Build it strong so it won’t fall
Build it strong right at the base
Add more blocks
It needs more space.
Build a structure very tall
Build it strong so it won’t fall!

Sung to the “ABC” song

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Video

Songs and Chants

Jessica

https://vimeo.com/422983949
POLL Strategy: Instructional Supports
Guiding Rich Language Development

✓ Anchor Text/Experiences
✓ Intentional Message
✓ Songs and Chants
➢ Gestures/Visual Cues
Physical movements and signals are repeated as specific content vocabulary is introduced to imprint meaning.
Video

Gestures and Movement

Barbara Blakely

https://vimeo.com/471528835
Integrating POLL Strategies...

During Activities and Routines

Think About:

What POLL strategies might we use here to expand and develop language?
Handwashing Routines

Good and Clean

(Sing to the tune of "Happy Birthday")

Wash my hands so good and clean
Wash my fingers and in between
Watch the germs all go away
Now they're clean, I'll go and play
(repeat)

This Is the Way We Wash Our Hands
(Sing to the tune of "Here We Go 'Round the Mulberry Bush")

This is the way we wash our hands, wash our hands, wash our hands,
This is the way we wash our hands, every single day.
This is the way we scrub our fingers, scrub our fingers, scrub our fingers,
This is the way we scrub our fingers, every single day.
This is the way we rinse our hands, rinse our hands, rinse our hands,
This is the way we rinse our hands, rinse those germs away!
Support Language Learning... During routines

**Yo Me Lavo Las Manos**
Canción: La Bamba

Yo me lavo las manos
Yo me lavo las manos con jabón
Y un poquito de agua
Un poquito de agua y jabón y me lavo, me lavo
Ah me lavo, me lavo...están limpias, muy limpias

Manos limpias sh...sh (cepilla tus manos)
Manos limpias sh...sh (cepilla tus manos)
¡Manos limpias... así!
Music and Movement
Outdoor Experience
Free Exploration
Center Extensions

Enrich language experiences

Enhance vocabulary and concept development

Build on interests to go deeper with a concept

Explore a new idea in engaging ways and…

Share and connect with families about what matters most!
POLL Strategies - Getting Started

✔ Start with Family languages and Interests conversation

✔ Look at language goals

✔ Carefully design the learning environment

✔ Implement Instructional strategies: rich language interactions, systematic exposure to home language and English, POLL strategies, family/community engagement
What Questions Do You Have?
Voices from the field:
POLL IN PRACTICE
Toolkit Review

Toolkit for Implementing the Language Learning Project
TOOLKIT FOR IMPLEMENTING THE LANGUAGE LEARNING PROJECT

TABLE OF CONTENTS

I. Introduction and Project Background
II. The Science of Dual Language Learning
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IV. Personalized Oral Language Learning (POLL) Strategies
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VI. Professional Development in the Language Learning Project
VII. Coaching in the Language Learning Project
VIII. Key Takeaways
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ACKNOWLEDGEMENTS

This toolkit for implementing the Language Learning Project (LLP) is based on innovative practices to support young Dual Language Learners including Personalized Oral Language(s) Learning (POLL) strategies, which are concrete approaches that support learning in all environments for children birth to five years of age. The POLL strategies were originally developed by early childhood experts Dr. Linda Espinosa, Dr. Carola Oliva-Olson, and Elizabeth Magruder. They were joined in the development of the toolkit by Dr. Sue Bredekemp and Whitcomb Hayslip. The developers wish to express their gratitude to the members of the Early Childhood Education (ECE) community in Fresno, California for their dedicated work in the evolution of this project.

Funding for this project was provided by the Dual Language Learners Professional Development Grant, California Department of Education, Early Learning and Care Division from the Child Care and Development Fund.
Section I

Introduction:
The toolkit is intended to share elements of the approach used in Fresno to support young Dual Language Learners.

Project Background:
• Community Need
• Addressing the Challenge
• Professional Development Sessions and Coaching
• Looking back and Moving Ahead
• Getting Started

Questions to Consider
SECTION I

INTRODUCTION AND PROJECT BACKGROUND

INTRODUCTION

In 2016, a group of Early Childhood Education (ECE) practitioner from multiple agencies in Fresno, California, came together to better address the needs of young Dual Language Learners (DLLs) and their families in the community. From this initial commitment, they collaboratively built a professional development approach now known as the Language Learning Project (LLP). Four years later, this model has deeply impacted the Fresno community and its early childhood educators while gaining local, state, and national recognition. Many other communities have reached out to learn more about the approach and we’ve put together this toolkit to share elements of the approach and the learning in Fresno that can be helpful to others in their efforts to address the needs of young DLLs.

Just like the Language Learning Project itself, this toolkit is a collaborative effort, with various LLP members contributing their insights and learning to specific sections based upon their experience and expertise. This toolkit is not a template to exactly replicate Fresno’s experience, but rather a collection of resources to help communities develop their own professional development system to meet the needs of their young DLLs and their families. We hope that it will be helpful to communities as they build their own capacity to support the literacy learning of Dual Language Learners.
Section II

Major Finding and Conclusions  NASEM, 2017

Importance of Support for Home Language

Importance of Exposure to English During Preschool Years

Growing Up with Two Languages

Documented Advantages of Early Bilingualism

Difference Between DLLS and Monolinguals
California has the most linguistically diverse population of young children and families in the U.S. with over 50% of all children ages birth to 5 living in homes where English is not the primary language (First Five, California, 2017). In fact, 252 languages are spoken in California with English and Spanish being the most common. In the Early Childhood Education field, we describe these children whose home language is not English as DLLs. The office of Head Start defines DLLs as young children exposed to two or more languages or young children who learn a second language while continuing to develop the first. In the K-12 system these children are typically described as English Learners (EL). This inconsistency is due to the historical context in which labels were developed.

While current research (NASEM, 2017) and California state educational policies (CA EL Roadmap, 2017; California Preschool Program Guidelines, 2015) both affirm the value of early bilingualism and view cultural and linguistic diversity as assets, many DLLs do not reach their full potential. Although research shows that learning more than one language during the early childhood education (ECE) years can be accomplished by all young children and carries significant linguistic, academic, social, and cognitive advantages (NASEM, 2017), many DLLs evidence achievement gaps in comparison to native English speakers (EoS), suggesting that ECE educators need to adopt new strategies for realizing the academic and intellectual potential of DLLs.

A recent report by the National Academy of Sciences, Engineering and Medicine, Fostering the Educational Success of Children and Youth Learning English, offered a research synthesis on the development and achievement of DLLs from birth to age 21 (NASEM, 2017). This comprehensive review of relevant research provides much-needed guidance on “best practices” and educational policies important to the academic success of DLLs. The major findings and conclusions about children ages birth to 5 from this report are summarized on the next page.
What is Developmentally Appropriate Practice?

A Caring Community of Learners for Children and Families

Developmentally Appropriate Learning Environments

The Importance of Goals for DLLS

How to Teach the Way Children Learn
Every child deserves high-quality, equitable early education. In high-quality programs, every day of young children’s lives is filled with warm and caring relationships, engaging learning experiences, and joyful play. Such programs have been proven to prepare children for later success in school and life. A key determinant of the quality of a program is the degree to which educators use developmentally appropriate practices.

Developmentally appropriate practice (DAP) is the foundation on which all high-quality programs are built. Such teaching practices provide the framework within which the specific instructional enhancements described in Section IV are implemented. DAP alone is necessary but not sufficient to effectively promote the development of Dual Language Learners. Even when high quality is evident in ECE classrooms, it is not sufficient to promote optimal levels of development, especially language development. As DLLs are often not proficient in English and sometimes do not have well-developed home language skills, they will need additional instructional adaptations and language supports in order to achieve optimal results from high-quality ECE instruction. ECE educators must incorporate additional strategies that bring each child’s home language and culture into the setting. These enhanced classroom practices, which are described in Section IV of this toolkit will promote the early bilingualism and future school success of DLLs.

WHAT IS DEVELOPMENTALLY APPROPRIATE PRACTICE?

Developmentally appropriate practice is intentional teaching that adapts for the strengths, experiences, interests, and abilities of individual children within a given age range and social and cultural context to help them meet challenging and achievable goals.

The foundation of developmentally appropriate practice is early childhood educators’ knowledge of how children develop and learn optimally. Its ultimate goal is to promote the development and enhance the learning of each individual child. Goals for children need to be realistic and attainable for most children within the age range of the group. For DLLs, this means that educators must be knowledgeable about the process of second language acquisition and understand what typical development looks like for children growing up with more than one language.
Section IV

How Were POLL Strategies Developed?

Family Engagement

Environmental Supports

Instructional Supports
For many years, the ECE profession has suffered from the lack of “procedural knowledge” on best practices for young DLLs. The goal of this section is to fill that gap and present specific, practical strategies that all early childhood education educators, curriculum supervisors, and related staff can implement. The Personalized Oral Language Learning (POLL) strategies offer family engagement, environmental and instructional supports based upon the research described in the earlier sections.

All children, including DLLs, need high-quality, developmentally appropriate early education to develop the language, cognitive, socioemotional, motor, and general knowledge skills they will need to succeed and thrive in an academic environment. In addition, DLLs need to learn basic language and literacy skills in a new language.

Current research shows that during the first years of life, DLLs are capable of and benefit from learning a second language. DLLs who have strong home language skills and are making progress in their English language development (ELD) are better prepared to succeed in kindergarten and later school years. Therefore, it is imperative that all ECE programs have policies and practices that support both the ongoing development of home languages while also promoting the acquisition of English in developmentally appropriate ways.

HOW WERE POLL STRATEGIES DEVELOPED?

The original POLL strategies were developed during the 2010-2011 school year for the newly established Los Angeles Unified School District (LAUSD) Transitional Kindergarten program. The POLL approach was designed to meet the needs of young children whose first or home language was not English. This population of DLL children, has received increased attention during the past decade due to several factors: 1) their increasing size and diversity among all California children, 2) the historically low school “readiness” scores of DLLs, 3) persistent low-achievement achievement and school graduation rates when compared to monolingual students, 4) the continuation and extension of the “bilingual” debates into the preschool years, and finally, 5) recent science that more clearly documents the process of second language acquisition during the birth to 5 years as well as the academic and social benefits of balanced bilingualism and promising practices that can promote more equitable education for DLLs.
This section provides information on how each of the POLL strategies is based on current knowledge of effective practices for Dual Language Learners within the context of developmentally appropriate practices.
**SECTION V**

**HOW POLL STRATEGIES Align With Developmentally Appropriate Practice**

**HOW POLL STRATEGIES Align With Developmentally Appropriate Practice**

Poll Strategies are based on current knowledge of effective practices for Dual Language Learners within the context of a developmentally appropriate program (DAP). DAP is an intentional decision-making process based on:

1. current knowledge of child development and learning;
2. what educators learn about individual children in their group; and
3. the social and cultural contexts in which children live.

Effective developmentally appropriate practices answer:

1. What are children learning from this strategy?
2. How does it contribute to their development?

<table>
<thead>
<tr>
<th>POLL Strategy</th>
<th>Why Is this POLL Strategy Developmentally Appropriate?</th>
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<tbody>
<tr>
<td>Intentional Message</td>
<td>Developmentally appropriate practice is intentional teaching. Educators' intentionality and purposeful planning underpin the entire program and all of the experiences provided. The written or co-written intentional message focuses children's attention and promotes executive function, which strongly predicts later learning. The written or co-written message reinforces the verbal message in both languages.</td>
</tr>
<tr>
<td>Today we are going to be learning about the life cycle of a butterfly. Embedded with content vocabulary, this written message sets the purpose of each lesson. The message can be pre-written or co-written depending on the instructional purpose. Verbally cue the words in home languages to support concept development.</td>
<td>Educators are powerful models for children with whom they have built positive relationships. Language modeling is among the most effective teaching strategies educators can use. A large body of research demonstrates that educator's language modeling predicts children's achievement in all areas of learning and development.</td>
</tr>
<tr>
<td>As children engage with interesting content and related vocabulary, they acquire broad knowledge of the world, which is essential for later reading comprehension. Engaging children with new concepts in both their home language and English provides a foundation to build new learning on what children already know — one of the most effective teaching strategies available.</td>
<td></td>
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</tbody>
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This section offers guidance for ongoing professional development as a pivotal component for implementation of the Language Learning Project. When staff members are trained with specialized knowledge and competencies, they gain a wealth of knowledge to help children reach their full potential.
SECTION VI

PROFESSIONAL DEVELOPMENT IN THE LANGUAGE LEARNING PROJECT

Ongoing professional development is a pivotal component to support early childhood education (ECE) practitioners. When staff members are trained with specialized knowledge and competencies, they gain a wealth of knowledge to help children reach their full potential. It is important that all staff, including teachers/caregivers, coaches, and administrators participate in the professional development together. Effective professional development for achieving the goals of the Language Learning Project must include a focus on the following:

The Value of Linguistic and Cultural Diversity: ECE practitioners are introduced to current research on how growing up with two or more languages influences development across all domains, on the great capacity of young children to learn more than one language, and on the long-term benefits of being bilingual. There is an opportunity to explore many of the myths regarding Dual Language Learners (DLL) and time to reflect on how these myths may have influenced early childhood educator's approach in supporting children.

Family Engagement: ECE practitioners receive support in deepening their understanding of the importance of building strong partnerships with families to improve outcomes for young DLL children. Emphasis is placed on the need to help families recognize the use of home language as a strength and understand their role in providing rich language interactions throughout the day. Developed by Dr. Linda Espinosa, the Family Language and Interest Interview tool (see Section IV) is introduced as a foundational family engagement strategy to be employed as part of the Language Learning Project. The tool allows practitioners to interact, listen, and create a bond with families around the topic of language and culture.

Personalized Oral Language(s) Learning (POL): ECE practitioners receive intensive training on the POL strategies to improve the language and literacy instruction for DLLs in their programs. These strategies were developed by Dr. Linda Espinosa, Dr. Carola Oliwa-Olson, and Elizabeth Magruder. Drawing upon best practices for young DLLs in language and literacy instruction, the POL strategies include specific guidelines on the use of environmental supports, intentional messages, anchor texts/experiences, vocabulary imprinting, songs/chant, and learning center extensions.

Support for Home Language: ECE practitioners work in a variety of sites, some of which use a balanced English and home language development approach while others use an English language development with home language support approach. For the balanced programs, guidance is provided on the amount of exposure and quality of instruction in each language. For the latter approach, ECE practitioners explore multiple strategies for bringing home language into their settings including targeted use of bilingual staff and deliberate use of families and community resources. For both types of programs, it is important to emphasize the importance of a shared commitment to maximize the opportunities for all children to be successful in developing both English and home language.
SECTION VI

PROFESSIONAL DEVELOPMENT IN THE LANGUAGE LEARNING PROJECT

PROFESSIONAL DEVELOPMENT SESSIONS

In the initial implementation of the work in Fresno, ECE practitioners, coaches, and administrative staff attended five professional development trainings. The trainings lasted three hours and were conducted on Saturday mornings with childcare provided. The sessions were facilitated by professionals in the early childhood education field with experience in supporting ECE practitioners in implementing effective strategies for DLLs.

The feedback from practitioners participating in the professional development trainings has been extremely positive. During the trainings, there are opportunities for practitioners to gain new skills as well as to reflect on their learning with others in the group. As the sessions progressed, practitioners especially appreciated the opportunity to hear how strategies were being implemented in other programs. The coach worked closely with individual sites to help them both reflect on their successes and prepare materials to share with the group.

Following is an overview of the five professional development sessions:

SESSION 1: Introduction to Language Learning Project

1. History of the Language Learning Project
2. Getting to know program participants
3. Exploration of myths and facts regarding Dual Language Learners
4. Why it is important to support young Dual Language Learners
5. Program approaches for language development
6. Introduction to the personalized oral language(s) learning (POLL) strategies
7. Introduction to the family languages and interests interview (FLII)
8. Hands-on work with the family languages and interests interview form
Section VII

- Basic Functions of Language Learning Project Coach
- Coach/ECE Practitioner Partnership
- Coaching Goal and Reflection
- Coaching Tools
- Building Capacity for Ongoing Support

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### Coaching in the Language Learning Project

In-class support as well as professional development training is crucial in achieving the goals of the Language Learning Project. The coaching model used in the project honors both the coach and the Early Childhood Education (ECE) practitioner in a collaborative relationship that promotes effective implementation of the Personalized Oral Language Learner (POLL) strategies. Ongoing coaching is a pivotal component to support (ECE) practitioners in implementing the content they learned in the professional development sessions to enhance their teaching practices. ECE practitioners who receive ongoing support are better able to implement the content they learned and gain a wealth of knowledge to help children reach their full potential.

### HOW IS IT GOING FORM

**Learning Setting** Click or tap here to enter text.
**Date:** 1/10/2020
**Time:** Click or tap here to enter text.

<table>
<thead>
<tr>
<th>POLL Components</th>
<th>Where are you at?</th>
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<tr>
<td>Family/Community Engagement</td>
<td>Working on it</td>
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<tr>
<td>Environmental Supports</td>
<td>Working on it</td>
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<tr>
<td>Instructional Supports</td>
<td>Working on it</td>
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<tr>
<td>Home Language Supports</td>
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<table>
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<tr>
<th>Instructional Strategies</th>
<th>Where are you at?</th>
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<tr>
<td>Intentional Message</td>
<td>Working on it</td>
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<tr>
<td>Anchor Text</td>
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<td>Songs/Chant</td>
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<td>Vocabulary</td>
<td>Working on it</td>
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<tr>
<td>Center Extensions</td>
<td>Working on it</td>
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</tbody>
</table>

### Notes Between Practitioner and Coach

What is working?

What are the current areas of focus?

### Action Plan Between Practitioner and Coach

- Parent/Community Engagement
- Environmental Supports
- Instructional Supports
- Home Language Supports
Section VIII

Lessons learned from communities implementing the Language Learning Project

KEY TAKEAWAYS
SECTION VIII

KEY TAKEAWAYS

1. Relationships at every level, including the local community, the experts, and funders, are the foundation of this project and reflect a parallel process in relationships with staff and families. Good communication, a shared sense of purpose and mutual respect are essential for collaborative initiatives.

2. Certain aspects of implementation are easier than others. For example, strategies around the classroom environment tend to be clearer and more concrete than those involving interactive oral language practices and vocabulary development. Consistent use of evidence-based language strategies requires continuous reflection, assessment, and feedback.

3. Because children need good language models to develop academic language skills in both English and home language for long-term school success, dual language programs need to attend to the quality and quantity of language input in all languages. A process for monitoring the amount of time and quality of language usage in each language needs to be developed.

4. Through this project, many of the staff in our community shared their own experiences as Dual Language Learners and used these experiences to both inform their work with children and enrich their interactions with families around beliefs and practices. Their openness in sharing these experiences was a rich source of learning for our monolingual English speaking staff as well.

5. Increased public awareness around the value and benefits of speaking more than one language provided positive momentum for this project and opened doors for staff to embrace changes in pedagogy based on current research.

6. As is typical in most communities, there were numerous leadership changes amongst participating agencies. Because of the organizational structure of the project with multiple agencies and multi-level participation from each agency, there was a shared sense of responsibility for continuity of the project through leadership transitions.

7. Finally, while there was a great sense of pride in the success of the project, there was also a shared acknowledgement of the need to improve and continue to learn together.
Section IX

SECTION IX

ADDITIONAL RESOURCES
Dual Language Learner Supports for Early Learning Settings


Early childhood educators understand that oral language development is a critical component of later reading success. How can they personalize oral language experiences for children, especially dual language learners? How can they expand and enrich what they teach and, at the same time, give children multiple opportunities throughout the day to practice? What strategies can they use consistently, as part of the daily routine, to broaden and enhance oral language development? What should these enhancements be and how can we integrate them into the intentionally planned learning experiences?

Purpose

The Dual Language Learner Supports for Early Learning Settings is a tool that early childhood educators can use to support their professional learning. Early childhood educators include lead teachers, assistant teachers, family childcare providers, and coaches working with early childhood educators. The tool is made up of two parts: Dual Language Learner Supports for Preschool Settings and Dual Language Learner Supports for Infant and Toddler Settings.

This tool enables all early childhood educators, including those who are monolingual speakers, to self-reflect on the unique teaching practices needed to fully support each child who is a dual language learner (DLL). As early childhood educators individualize their teaching, they incorporate the Personalized Oral Language Learning (POLL) strategies to effectively engage DLLs in all of the learning activities.

This engagement is not dependent on the educator’s language background but on the systematic implementation of all POLL strategies. POLL is a comprehensive approach to systematically and fully support each DLL child; therefore, all strategies provided in the tool must be taken into account. Only then, do all DLL children receive the supports needed to fully engage and participate in the intentionally planned and spontaneous learning experiences.
SECTION IX

ADDITIONAL RESOURCES

POLL Strategies
Training Platform

Visit pollstrategies.org for an immersive platform with videos perfect for training workshops or individual practitioner exploration.

- Classroom observations featuring the POLL strategies in action
- Experiences from educators about how the POLL Strategies changed their classroom
- Supplementary resources including downloadable digital presentations to help your institution and educators find success in implementing the POLL Strategies

pollstrategies.org
Video

Voices from the Field
LLP in the community

https://vimeo.com/471519427
The Language Learning Project has come so very far

Supporting language learners is a part of who we are!

We’ve grown so much together, and we are proud of you

Thank you for your work with children and their families, too!
Estamos felices de tanto que aprendimos
Con niños y familias trabajando unidos
Gracias a todos por todo el amor
Gracias a tí, a tí, a tí, a tí
CLOSING