

Participant Poll #1

I am joining today as a/an...

- a. teacher (e.g., teacher, paraprofessional, student teacher)
- b. administrator (e.g., school, district, regional, county, state)
- c. student services staff (e.g., counselors, specialists, psychologists, parent liaisons)
- d. teacher educator (e.g., university, continuing education)
- e. parent or family member of a young child
- f. researcher
- g. OELA grantee
- h. other (please type your response in chat)





Enhancing Language Instruction in Early Childhood Education: Effective Practices and Examples from NCELA's Teaching Briefs

U.S. Department of Education
July 8, 2021

Presenters



Dr. Supreet Anand
Deputy Director, OELA



Dr. Pamela Spycher
Senior Research Associate, WestEd

Purposes for Today's Webinar

- Share free, educator-friendly resources available online
- Describe research-based practices for enhancing language and foundational literacy instruction in early childhood education
- Demonstrate ways of enacting these practices with dual language learners and English learners ages 3–7

Agenda

- Educator-friendly resources: Practice Brief & Podcast
- Four key educator practices:
 1. Embrace an assets orientation.
 2. Support children to develop both their home languages and English.
 3. Engage children in interactive book reading with complex texts.
 4. Teach foundational literacy skills explicitly.
- Q&A

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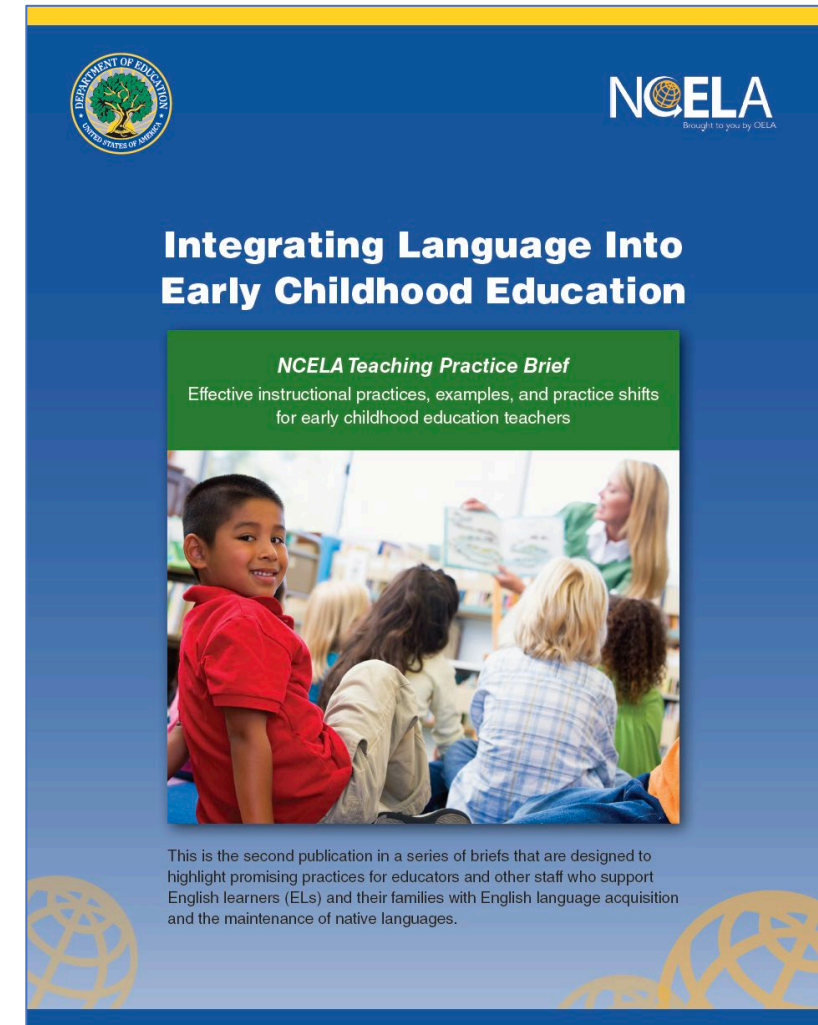


This webinar contains examples and resource materials that are provided for the user's convenience. The inclusion of any material is not intended to reflect its importance, nor is it intended to endorse any views expressed, or products or services offered. These materials may contain the views and recommendations of various subject matter experts as well as hypertext links, contact addresses and websites to information created and maintained by other public and private organizations. The opinions expressed in any of these materials do not necessarily reflect the positions or policies of the U.S. Department of Education. The U.S. Department of Education does not control or guarantee the accuracy, relevance, timeliness, or completeness of any outside information included in these materials. Mentions of specific programs or products in these examples are designed to provide clearer understanding and are not meant as endorsements.



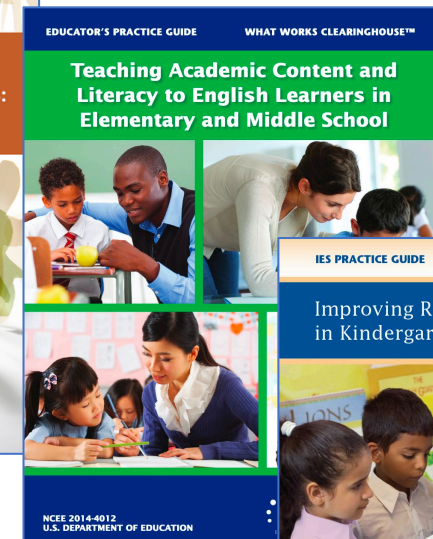
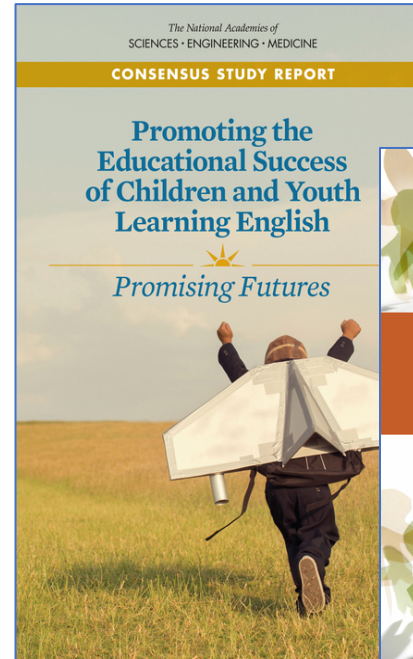
Educator-Friendly Resources

OELA Teaching Practice Brief & Podcast: *Integrating Language into Early Childhood Education*



The Practice Brief: Research Base

- *Promoting the Educational Success of Children and Youth Learning English: Promising Futures* (NASEM, 2017)
- *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation* (IM&NRC, 2015)
- *Improving Reading Comprehension in Kindergarten Through 3rd Grade* (IES, 2018)



The Practice Brief: Nuts & Bolts

- **What it is:** A short (about 15 pages), educator-friendly, written document.
- **What it contains:** Four research-based teaching practices from the *Promising Futures* report, including—
 - A description of the practice
 - A real-life example of the practice in action
 - Suggestions and examples of tools and resources to support teachers' use of the practice
- **Who it's for:** Anyone interested in improving their instructional practices with Dual Language Learners and English learners ages 3–7

The Practice Brief Podcast

- **What it is:** A short (about 25 minutes long) podcast
- **What it contains:** A conversation between an OELA staff member and the practice brief author (Spycher) about the four research-based teaching practices highlighted in the written practice brief
- **Who it's for:** Anyone interested in learning about the most up-to-date research-based practices for educating Dual Language Learners and English learners ages 3–7

Four Key Educator Practices

Four Key Educator Practices

1. Embrace an assets orientation.
2. Support children to develop both their home languages and English.
3. Engage children in interactive book reading with complex texts.
4. Teach foundational literacy skills explicitly.



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Early Childhood Key Practice #1: Embrace an Assets Orientation



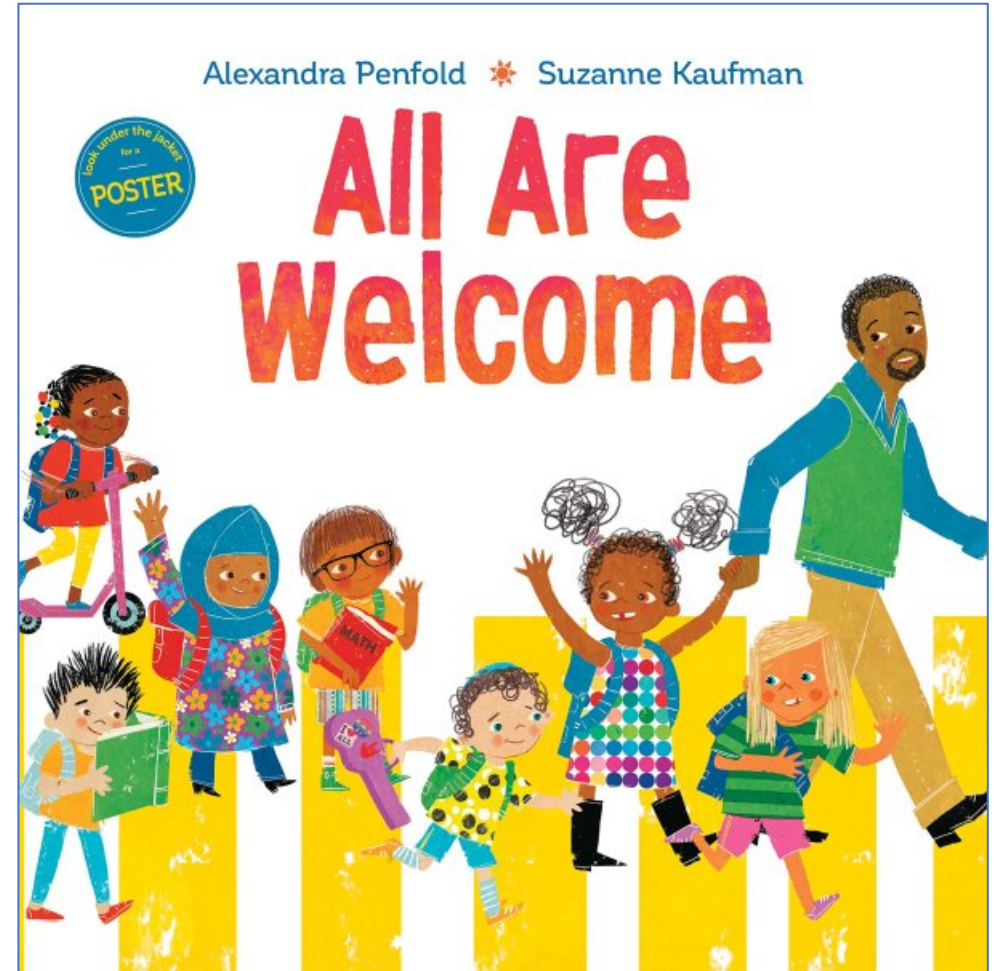
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- Focus on dual language learners and English learners (DLL/EL) children's assets.
- Cultivate supportive classroom relationships.
- Draw on students' home languages, knowledge, and cultural assets.
- Promote family-school partnerships that view families as assets in children's education.

Early Childhood Key Practice #1: How to Do it – Tools, Resources, Examples

Assets-oriented practices include...

- prioritizing culturally relevant books and instructional materials;
- welcoming family members into the classroom;
- engaging parents/families to create books about the child's family and home community; and
- providing opportunities for students to use their home language.



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Early Childhood Key Practice #1: See it in Action



<https://library.teachingchannel.org/landing-page?mediaid=qpoGV6N4&playerid=VY1KchfD>

Early Childhood Key Practice #2: Promote Multilingual Development

- Developing children's home languages promotes English learning.
- Multilingualism has social, cultural, linguistic, cognitive, and economic advantages.
- Language revitalization programs include culture-based education.
- Heritage language programs are important for sustaining and strengthening tribal culture.



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Early Childhood Key Practice #2: How to Do it – Tools, Resources, Examples



- Meet with parents early in the school year to learn about the child and family, especially early language experiences and cultural experiences.
- Recruit parents, family members, and community members to volunteer in the classroom.
- Work with parents and community members to create culturally and linguistically-infused curriculum and materials.
- Make sure the school library and classrooms are well-stocked with books that use each child's home language and accurately represent each child's cultures and communities.

Early Childhood Key Practice #2: See it in Action



<https://teachatb.org/video-clip-home-language-alphabetic-knowledge-concepts-print-action/>

Pause to Chat

- What connections have you been making to what you know and do?
- What are some other ideas you'd like to share?
- What are some questions that are emerging?



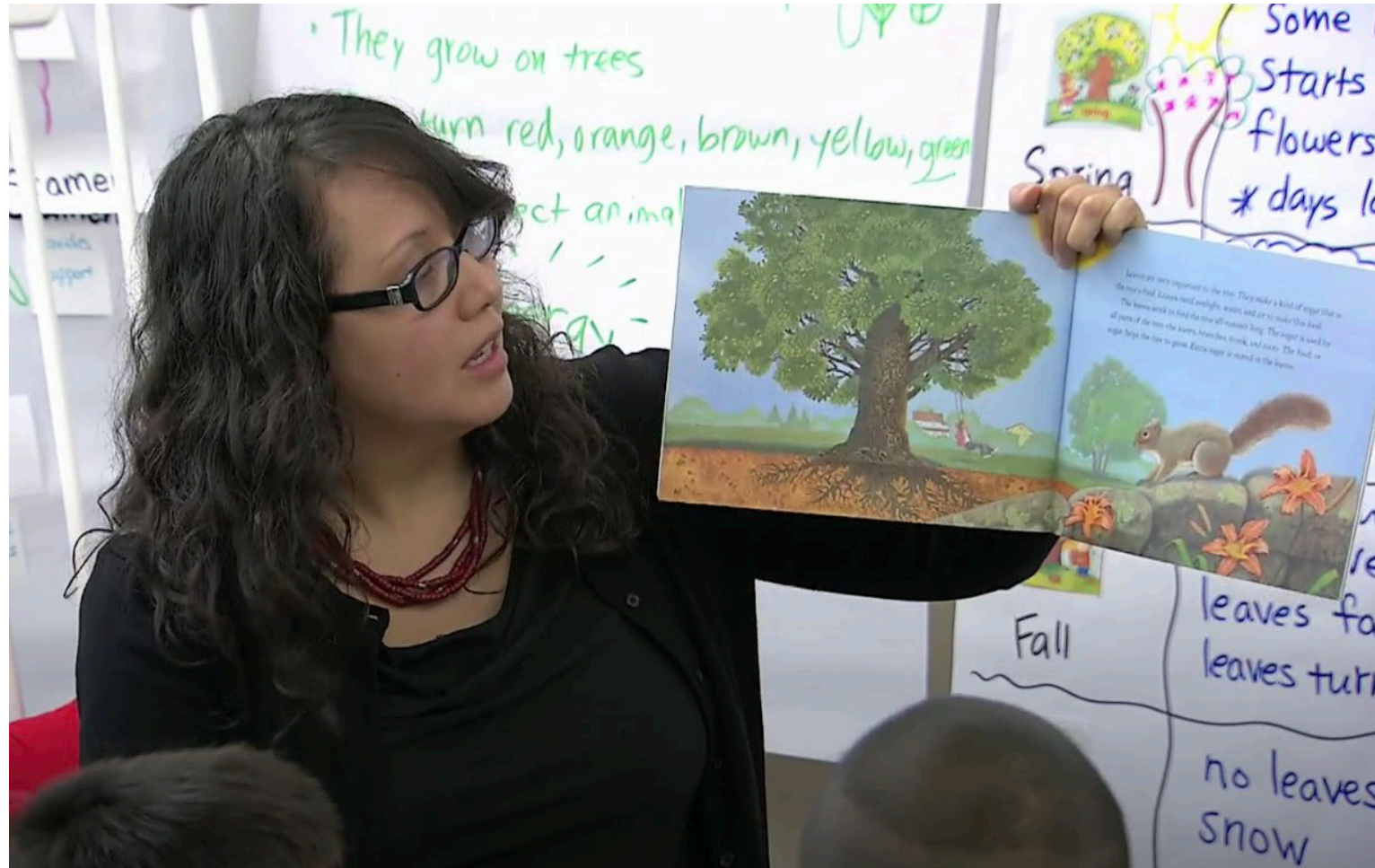
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Early Childhood Key Practice #3: Provide Frequent Interaction with Complex Texts

- Complex texts are engaging and language rich.
- Quality interactions with complex texts ...
 - are critical in the early years of schooling.
 - occur through interactive teacher read-alouds using dialogic reading techniques
- During interactive read-alouds ...
 - children talk with peers about higher order text-dependent questions.
 - teachers draw students' attention to new, sophisticated language.



Early Childhood Key Practice #3: How to Do it – Tools, Resources, Examples



<https://library.teachingchannel.org/landing-page?mediaid=aeJG4udP&playerid=VY1KchfD>

Early Childhood Key Practice #4: Teach Foundational Literacy Skills Explicitly

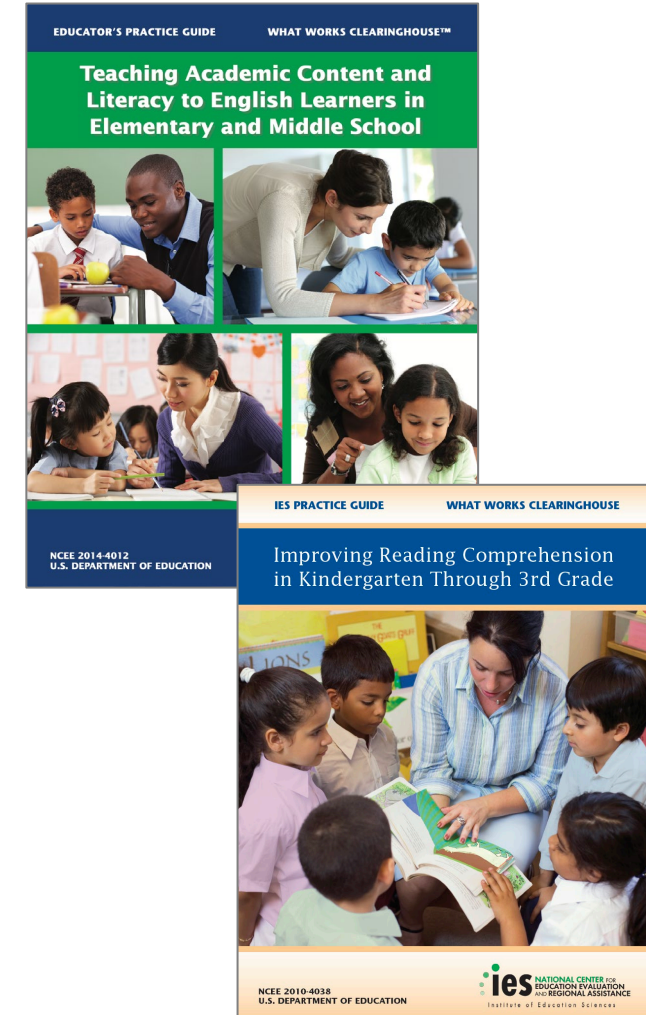
- Foundational literacy skills learned in the home language scaffold learning the skills in English (skills transfer).
- DLLs/ELs children can learn foundational literacy skills in English the same way that English-proficient students do.
- Point out similarities and differences between sounds and symbols in children's home languages and English.
- Focus DLL/EL children's attention on the primary goal of reading, which is to make meaning.



Early Childhood Key Practice #4: How to Do it – Tools, Resources, Examples

A comprehensive foundational literacy skills assessment system including:

- Screening assessments at the beginning of the school year
- Progress monitoring data collected at least three times a year
- Assessment-based differentiated instruction
- Formative assessment practices, including observing students closely each day
- Examination of students' writing samples over time (e.g., weekly or monthly)



Early Childhood Key Practice #4: See it in Action



<https://www.readingrockets.org/shows/launching/sounds>

Pause to Chat

- What connections have you been making to what you know and do?
- What are some other ideas you'd like to share?
- What are some questions that are emerging?



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Additional Resources

- Building Partnerships with Families Series:
<https://eclkc.ohs.acf.hhs.gov/family-engagement/article/building-partnerships-families-series>
- Teaching at the Beginning website: <https://teachatb.org>
- Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade:
<https://ies.ed.gov/ncee/wwc/practiceguide/21>

Additional Resources

IES REL Regional Educational Laboratory Program

MENU

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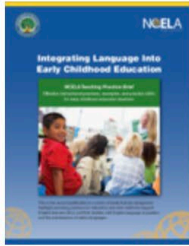
Joyful Reading and Writing with Young Children

Research to Practice Guidance

These resources share practical strategies for teachers to promote joyful reading experiences and support language and literacy development for multilingual learners ages 3–8, with a particular emphasis on dual language learners and English learner students. The resources are based on the What Works Clearinghouse practice guide, “[Improving Reading Comprehension in Kindergarten through 3rd Grade](#),” the National Clearinghouse for English Language Acquisition teaching practice brief, “[Integrating Language Into Early Childhood Education](#),” and other research-based guidance.



Improving Reading Comprehension in



Integrating Language Into

<https://ies.ed.gov/ncee/edlabs/regions/west/Resources/JoyfulReading>



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Additional Resources



I Am Every Good Thing

By Derrick Barnes,
Illustrated by Gordon C. James

*Ideas for enjoying
the book at home*

Created by Pam Spycher

About the Book:

Before reading this book with your child, find out a little bit about it so you can help your child experience joyfulness while reading with you. This is a book about being proud of everything that makes us who we are. It's about self-love and the power of affirmations. Children will see themselves reflected in the Black narrator of this book because he tells us how talented, smart, hilarious, loving, and curious he is—just like all children are. Sometimes he is afraid, but then he remembers that he is brave, hopeful, and worthy of kindness, respect, safety, and happiness. Your child will relate to the beautiful ideas in this book, delight in the beautiful illustrations, and be inspired creatively.

Jump into Joyful Reading!

Invite your child to share their thinking and ask questions as you enjoy the book together. The main thing is to have fun and enjoy one another's company as you read together. Here are some things you can say and do to create a joyful reading experience for your child.



Before Reading:

- What do you notice about the cover?
- What do you think about the title?
- What do you think we will discover in this book?



While Reading:

- What do you notice in the picture?
- What do you think about what we just read?
- What are you curious about now?



After Reading:

- What did you think about the book?
- How did it make you feel?
- What was your favorite part?
- What are some good things you can say about yourself?



Turn the page over for
creative expression ideas!



Created by Pam Spycher, REL West at WestEd, 2020

Creative Expression Activities

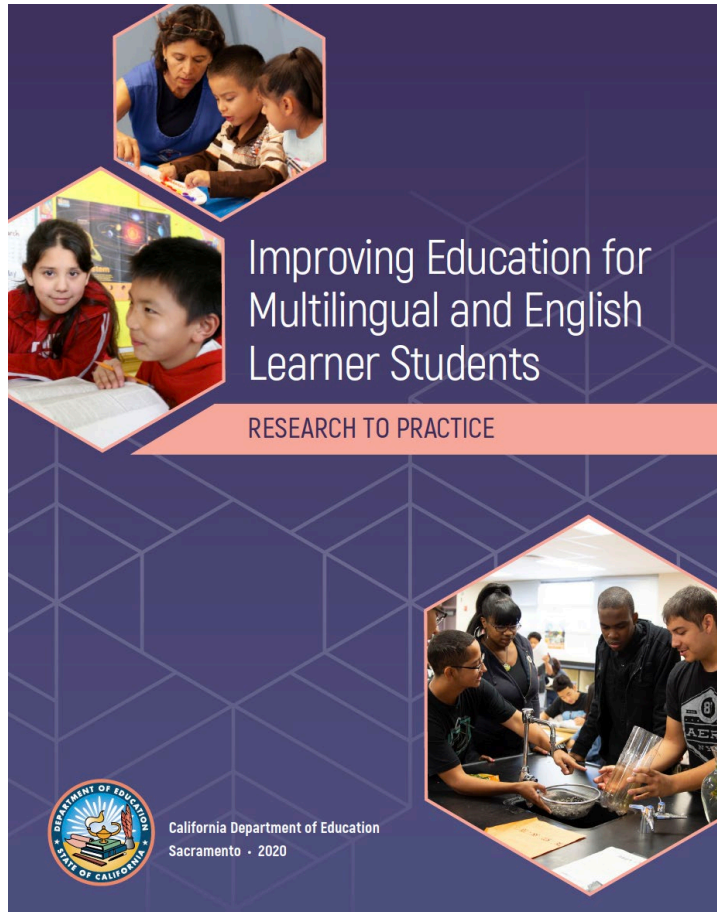
After you read the book, unleash your imagination and creativity! Use the ideas below to choose your own adventure. What other ideas did the book inspire your amazing mind to think of?

 Poetry	 Visual Arts	 Kindness
<p>Craft an "I Am" poem. Start each line with "I am ..." and try to use some of the words from the book.</p> <p>You can write the poem on your own or tell someone your words, and they can write it. If you want to, draw a picture to go with your poem.</p>	<p>Draw, color, paint, collage, or build something that shows what you are thinking or feeling about the book. Your creation might be about ...</p> <ul style="list-style-type: none">• your favorite part of the book• how the book makes you feel• one of the affirmations from the book	<p>Begin and end each day with kind and loving self-talk.</p> <p>Choose affirmations from the book or your own words. Here's an example:</p> <ul style="list-style-type: none">• I am loved.• I am safe.• I am kind.• I am every good thing.
 Mindfulness	 Movement	 Literacy
<p>Sit very still or lie down somewhere comfortable. Close your eyes and be very still. Take three, slow, deep breaths and fill your belly up with air. Notice how it makes you feel calmer.</p> <p>Now, breathe normally, and imagine that you are breathing in all the love in the world and then breathing out all your love to the world.</p> <p>Open your eyes and give yourself a big hug. Smile. You are loved!</p>	<p>Put on your favorite song, and dance! When the music stops, freeze!</p> <p>Your parent, family member, or caregiver will say some words from the book. When the music starts again, show what those words mean through dance. Here are some of the words you might hear:</p> <ul style="list-style-type: none">• a nonstop ball of energy• the glow of moonbeams• a cool breeze• a roaring flame of creativity• the boom-bap-boom-boom-bap• waves crashing gently on the shore	<p>How about writing and illustrating your own "I am" book?</p> <p>Start by talking about all the things that are good about you (at least 10!). You can begin each page with "I am ..." or pick your own way to begin.</p> <p>If you want to, you can borrow some of the beautiful ideas, words, and pictures from "I Am Every Good Thing" and use them in your book. Or, you can make your book completely unique.</p> <p>This is all about you!</p>

Created by Pam Spycher, REL West at WestEd, 2020

Home and School Reading Guides (English and Spanish Versions)

New Online Resource



Available at <https://www.cde.ca.gov/sp/el/er/documents/mleeducationch4.pdf>

References

Improving Reading Comprehension in Kindergarten Through 3rd Grade (Institute of Education Sciences, 2018): <https://ies.ed.gov/ncee/wwc/PracticeGuide/14>

Promoting the Educational Success of Children and Youth Learning English: Promising Futures (National Academies of Sciences, Engineering, and Medicine, 2017): <https://www.nap.edu/download/24677>

Teaching Academic Content and Literacy to English Learners in Elementary and Middle School (Institute of Education Sciences, 2014):
<https://ies.ed.gov/ncee/wwc/PracticeGuide/19>

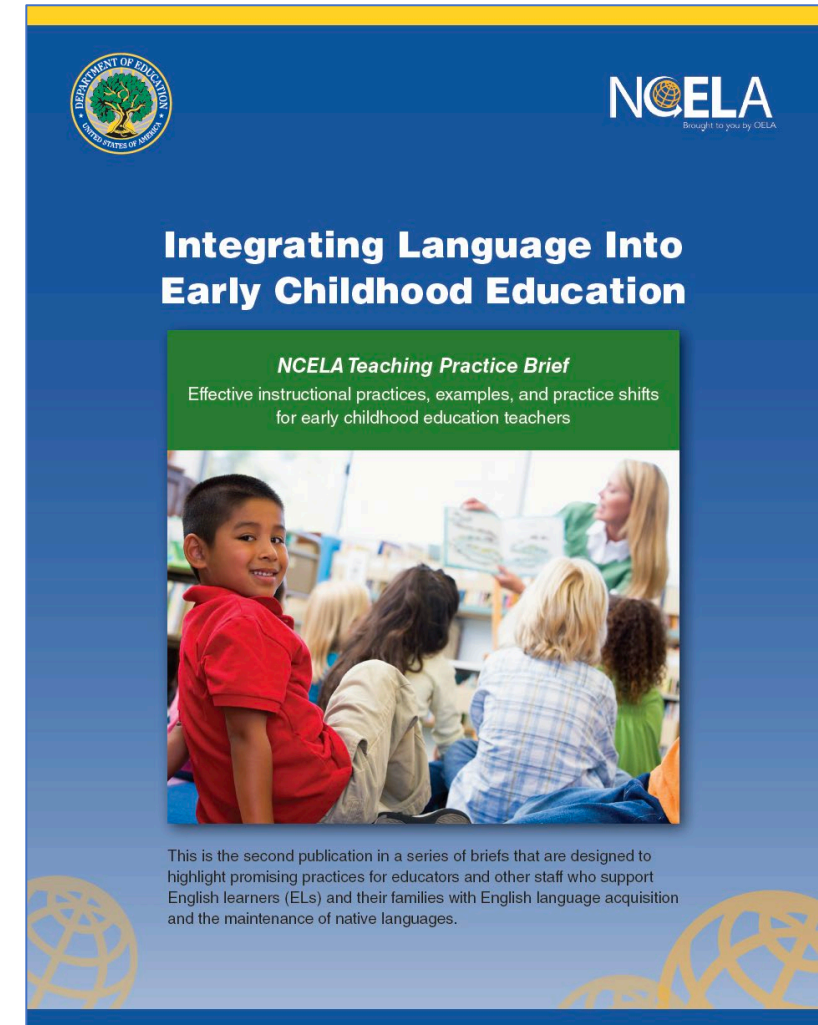
Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation (National Research Council, 2015):
<https://www.nap.edu/download/19401>

Q & A



Where to Find the Resources

- **Practice Brief & Podcast:**
<https://ncela.ed.gov/teacher-resources>
- **Subscribe to NEXUS newsletter** to receive updates on release of other resources:
<https://ncela.ed.gov/ncela-nexus>



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- English Learners in Secondary schools: Trajectories Points, and Promising Practices
 - <https://ncela.ed.gov/Webinars>
- Supporting English Learners in Mathematics and Science: Effective Instructional Practices and Examples from NCELA's Teaching Briefs
 - <https://ncela.ed.gov/Webinars>

New Publications

U.S. DEPARTMENT OF EDUCATION

The Biennial Report to Congress On the Implementation of the Title III State Formula Grant Program

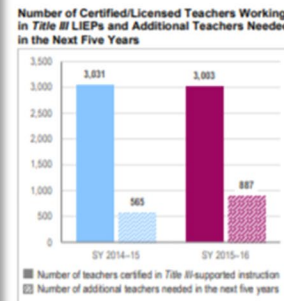
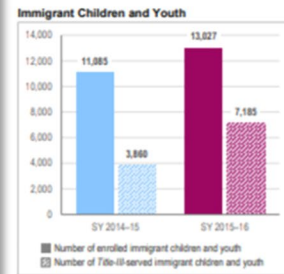
School Years 2014–2016



U.S. Department of Education
Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students

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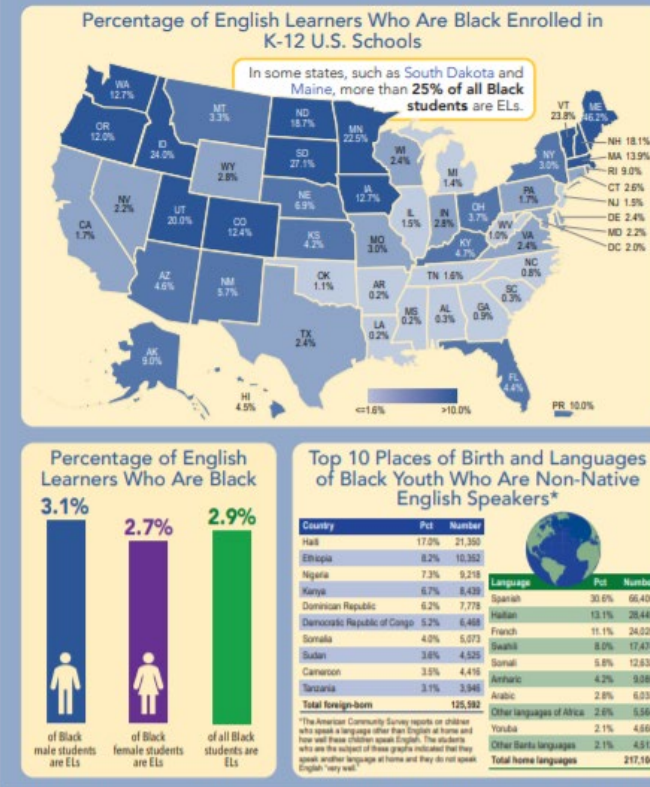
Title III State Formula Grant Program: School Years 2014–16



	SY 2014-15	SY 2015-16
Did not use English only based ESL	•	•
ESL	•	•
Used English instruction	•	•
Used designated academic instruction in English	•	•
Used English immersion	•	•

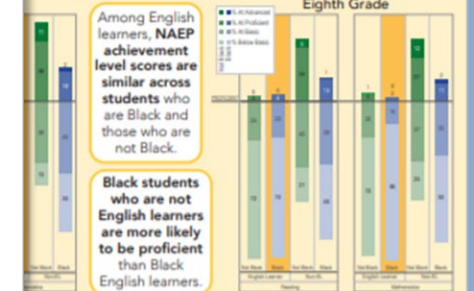
English Learners Who Are Black

English learners (ELs) are a diverse student population. 223,893, or 4.2%, of K-12 ELs in school year 2017–2018 identified as Black.



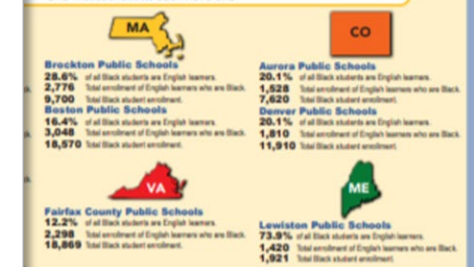
SOURCES: U.S. Department of Education, Office of Civil Rights, Civil Rights Data Collection, 2017-18. Released in September 2020. Retrieved from: <https://www.ed.gov/about/offices/list/ocr/data.html>
U.S. Census Bureau, American Community Survey (2019). Nativity by Language Spoken at Home by Ability to Speak English for the Population Five Years and Over. Retrieved 2/2/2021.

Achievement of English Learners Who Are Black and Non-English Learners



National Agencies With the Highest Percentage of English Learners Who Are Black

Students who are Black range from 12.2% to almost 75% for the 10 local (LEAs) with the highest share of ELs who are Black. Minnesota has that report the highest percentage of ELs who are Black. Colorado and Massachusetts each have two.



U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Achievement. For more information, visit <https://nces.ed.gov/ipeds/datacenter/ipedsdata/naep/>

Includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Prior to 2011, students in the "two or more races" category were categorized as "unclassified."



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OELA Contact Information



Melissa Escalante

Management and Program Analyst, OELA

Melissa.Escalante@ed.gov

(202) 401-1407



Thank you!