

***Grant Wood Area Education Agency
Professional Development Course Proposal***

Course Title: English Language Learners in the Early Childhood setting (PK to K)

Number of credit hours: 1 hour of graduate credit or recertification credit

This course addresses the following Iowa Teacher Standards:

- Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals
- Demonstrates competence in content knowledge appropriate to the teaching position
- Demonstrates competence in planning and preparation for instruction
- Uses strategies to deliver instruction that meets the multiple learning needs of students
- Uses of variety of methods to monitor student learning
- Demonstrates competence in classroom management
- Engages in professional growth
- Fulfills professional responsibilities established by the school district

This course addresses the following Iowa Standards for School Administrators

- Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community
- Advocating, nurturing and sustaining a school culture, and instructional program conducive to student learning and staff professional development
- Ensuring management of the organization, operations, and resources for safe, efficient and effective learning environments
- Collaborating with families and community members, responding to diverse community interests, and needs and mobilizing community resources
- Acting with integrity, fairness, and in an ethical manner
- Understanding, responding to and influencing the larger political, social, economic, legal, and cultural context

Instructor(s):

Vita on file Yes _____ No _____ (If no, please attach)

Course Description: There is a growing number of Dual Language Learners that have unique strengths and needs. Increasing diversity means teachers must be prepared to meet the language needs of young children who come from homes with languages other than English and balance the individual language needs of all children. This course shares information on what national leaders and researchers recommend as best practices for in care, preschool-aged and kindergarten aged students with diverse languages and abilities.

Target Audience: Preschool teachers, Kindergarten teachers and other Early Education Professionals who serve programs with English Language Learners or who may potentially serve ELL students in the future

Indicators of Quality (Ch. 17 IA Admin. Code, Renewal of Licenses)

1. The course addresses specific student, teacher, and school needs evidenced in local school

improvement plans.

The course is designed to support community based and school based educators working with preschool and kindergarten students to provide differentiated instruction for students from culturally diverse and linguistically diverse backgrounds. School districts are increasing in the number of ELL students enrolling in public and private schools for which English is not the language of the home setting. The course is designed to assist educators in developing language skills and making considerations for cultural background. The standards which will be addressed in the course are from the Iowa Early Learning Standards from the Department of Education and the *Pre-K English Language Proficiency Standards* from the Teachers of English to Speakers of Other Languages, Inc.

2. The course assists teachers in improving student learning performance.

Teachers will be provided with strategies and resources to assist children with developing English language along with concepts and vocabulary in the preschool setting. Student achievement will be improved by increased understanding of the stages of language acquisition, understanding of scaffolds to improve student learning and development of materials and lesson plans designed for diverse learners. Part of the requirements involve developing and implementing lesson enhanced not meet the needs of culturally and linguistically diverse students.

3. The course assists teachers in improving teaching evidenced through the adoption or application of practices, strategies, and information.

Educators will learn about research and activities in developing language in bilingual children. Lesson plans will be developed with activities that support diverse learners culturally and linguistically. Strategies, that have been documented to assist preschool learners develop language and English Language Learners, will be discussed and applied to developing lessons with students. The Iowa Early Learning Standards will be presented with activities to reach the standards and benchmarks.

Rationale/Research: With the advent of Statewide Voluntary Preschool programs and the increase in the number of students who speak a language other than English in their homes, early childhood educators are seeing an increase in students who are not proficient in English or who do not speak any English. Teachers need an understanding of second language acquisition stages and strategies that have been found to enhance second language learners in their development of preacademic skills. In addition, cultural differences are present which will impact interactions with students and communication with families.

The Primary Program, a resource for adult learners/educators available on the Iowa Department of Education website at: http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=641&Itemid=1574, discusses benefits of exposure to cultural diversity for all learners. It states the importance for meeting the needs of students with unique attributes and backgrounds while helping all children develop comfort with diversity.

This course is aligned with position statements from the National Association for the Education of Young Children (NAEYC) and ECR Birth to 5. TESOL (Teachers of English to Speakers of Other Language), the Iowa Early Learning Standards, and Partnership for Reading recommendations are incorporated in this training.

Guiding Principles from ECR and Iowa Early Learning Standards follow:

Guiding Principles

- Children construct understanding through interactions with caregivers, peers, materials and events.
- Learning is sequential
- Learning proceeds at different rates
- Learning among areas is interconnected
- Learning is embedded in a culture.
- Learning begins in a family.
- All children can achieve most of these standards.



Iowa Early Learning Standards from the Iowa Department of Education and Iowa Department of Human Services (2006) state:

Children understand and use communication and language for a variety of purposes.
Children engage in early reading experiences.

Benchmarks

Children will initiate, listen, and respond appropriately in conversations with peers and adults.
Children will ask and answer a variety of question types.
Children will speak in sentences of increasing length and grammatical complexity.
Children show a steady increase in listening and speaking vocabulary.
Children demonstrate awareness that language is made up of words, parts of words, and sounds in words.

Pre-K-12 English Language Proficiency Standards, 2006, from TESOL (Teachers of English to Speakers of Other Language) were developed using current theory, classroom practice and educational standards from national organizations and states. The focus of academic language has been supported by research on effective instruction for second language learners and the provisions of No Child Left Behind. The standards are based on the general principals that language is: functional, varies, learning is cultural, is a long term process, occurs through meaningful interaction and challenging content, and processes develop interdependently. Other principals underlying the standards are that native language proficiency contributes to second language acquisition and bilingualism is an individual and societal asset.

The 5 Standards are:

1. English language learners communicate for social, intercultural and instructional purposes within the school setting.
2. English language learners communicate information, ideas and concepts necessary for academic success in the area of language arts.
3. English language learners communicate information, ideas, and concepts necessary for academic success in the area of mathematics.
4. English language learners communicate information, ideas, and concepts necessary for academic success in the area of science.
5. English language learners communicate information, ideas, and concepts necessary for academic success in the area social studies.

The National Association for the Education of Young Children in their *Developmentally Appropriate Practice*, (2009) supports developmentally appropriate practice for ensuring that goals and experiences are suited to their learning and development *and* challenging enough to promote their progress and

interest.

In a call to reduce the achievement gap they state in the *Key Messages of the Position Statement*, p. 1-2 It states:

- Because in the United States children’s learning opportunities often differ sharply with family income and education, ethnicity, and language background, sizable achievement gaps exist between demographic groups. Emerging early in life and persisting throughout the school years, these disparities have serious consequences for children and for society as a whole. Narrowing the gaps must be a priority for early childhood educators as well as policy makers.
- When young children have not had the learning opportunities they require in order to succeed in school, early childhood programs need to provide even more extended, enriched, and intensive learning experiences than they do for children who have had a wealth of such experiences outside of the program or school. The earlier in life those experiences are provided, the better the results for children. Parent engagement strategies, health services, and mental health supports are also critical.
- Best of preschool’s emphases and practices (e.g., attention to the whole child; integrated, meaningful learning; parent engagement) and if preschool teachers made more use of those elementary-grade practices that are valuable for younger children as well (e.g., robust content; attention to learning progressions in curriculum and teaching).
- Effective teachers are intentional in their use of a variety of approaches and strategies to support children’s interest and ability in each learning domain. Besides embedding significant learning in play, routines, and interest areas, strong programs also provide carefully planned curriculum that focuses children’s attention on a particular concept or topic. Further, skilled teachers adapt curriculum to the group they are teaching and to each individual child to promote optimal learning and development.

NAEYC in the position statement, *Many Languages, Many Cultures: Respecting and Responding to Diversity*, National Association for the Education of Young Children (2005) Adapted from the 1995 position statement *Responding to Linguistic and Cultural Diversity: Recommendations for Effective Early Childhood Education* state that “by the year 2010, more than 30 percent of all school-age children will come from U.S. homes in which the primary language is not English” and that “twenty-eight percent of Head Start children speak a home language other than English”.

They recommend:

- Actively involving families in the early learning program.
- Helping all families realize the cognitive advantages of a child knowing more than one language, and providing them with strategies to support, maintain, and preserve home-language learning.
- Convincing families that their home’s cultural values and norms are honored.
- Ensuring that children remain cognitively, linguistically, and emotionally connected to their home language and culture.
- Encouraging home-language and literacy development, knowing that this contributes to children’s ability to acquire English language proficiency.
- Helping develop essential concepts in the children’s first language and within cultural contexts that they understand.
- Supporting and preserving home-language usage.

-Developing and providing alternative, creative strategies to promote all children's participation and learning.

-Providing children with many ways of showing what they know and can do.

-Providing professional preparation and development in the areas of culture, language, and diversity.

This course will follow the Iowa Professional Development Model with theory, demonstration, modeling and coaching. Activities will include practice of activities in the workplace to facilitate best practice for working with linguistically and culturally diverse students in the early care setting.

Outline of Course Content including out of class assignments and time estimate...

DAY 1:

- Presentation of changing demographics
- Culturally and linguistically students and their families
- Communicating with students and their families
- Resources for students and families
- Information on language acquisition and second language acquisition
- Discussion with colleagues on application of learning

Technology Integration:

Participants will be offered a wide variety of instructional resources to access and integrate into their lesson planning, delivery, and assessment..

DAY 2:

- Instructional strategies and programming considerations
- Assessment considerations
- Discussion with colleagues on application of learning

DAY 3:

- Share experiences, lesson plans
- Review components
- Additional Strategy practice

Course requirements outside class time

- Outside Reading and reflection – 7 hours
- Design/modify a lesson that incorporates effective strategies for ELLs at differing stages of lang. acquisition – 5 hours
- Delivery and reflection of lesson – 3 hours
- Researching and creating resource list to support educators in assisting students in the EC setting – 5 hours
- Class reflection and final paper – 5 hours
- Material development – 5 hours

Outside required readings:

Roots and Wings- Affirming Culture in Early Childhood Programs- Revised Edition (2007) by Stacey York, Redleaf Press.

The Cognitive Consequences of Early Bilingualism from http://main.zerotothree.org/site/DocServer/ZTT29-2_nov_08.pdf?docID=7241

Challenging Common Myths about Teaching Young ELL Students <http://www.fcd-us.org/resources/challenging-common-myths-about-young-english-language-learners>

What Early Childhood Educators Need to Know: Developing Effective Programs for Linguistically and Culturally Diverse Children and Families <http://www.naeyc.org/files/tyc/file/WhatECENeedToKnow.pdf>

Objectives/Outcomes, Course Design, Evaluation

Each participant will be able to...design lessons and curriculum that meets the needs of English language learners

The course design and the instructor methods to accomplish this objective are...readings, lecture, demonstrations

Participants will demonstrate they know and understand this objective by...developing enhanced lessons that incorporate effective strategies for English language learners at differing stages of language acquisition; completing required readings

Each participant will be able to...demonstrate heightened awareness of issues pertaining to cultural competence

The course design and the instructor methods to accomplish this objective are...reading, videotapes, demonstration and student exploration

Participants will demonstrate they know and understand this objective by...developing a lesson which provides information about another culture

Each participant will be able to...identify resources to support educators in assisting students in the early education setting

The course design and the instructor methods to accomplish this objective are ..share resources and time for the educators to explore resources to meet needs of diverse learners

Participants will demonstrate they know and understand this objective by...evaluating and developing a list of resources for students

Course Requirements:

- Creation of a lesson plan with eight components for ELL for an upcoming theme
- Implement the lesson with students and reflect on it
- Complete assigned readings
- Develop and implement a multicultural lesson plan

Participation/attendance
Develop a resource list
Reflection paper

Course Materials: content will be developed from:

The Primary Program: Growing and Learning in the Heartland Chap. 8 Cultural Diversity in Learning and Learners from the Department of Education website (2001).

Roots and Wings- Affirming Culture in Early Childhood Programs- Revised Edition (2007) by Stacey York, Redleaf Press.

Celebrate! An Anti-Bias Guide to Enjoying Holidays in Early Childhood Programs (1997) Julie Bisson, Redleaf Press.

Learner English- A teacher's guide to interference and other problems edited by Michael Swan and Bernard Smith, Cambridge Handbook for Language Teachers, 2001

English Language Learners- The Essential Guide, Freeman and Freeman, Scholastic, 2007.

Making Content Comprehensible for English Language Learners, The SIOP Model, Pearson, 2008.

50 Strategies for Teaching English Language Learners, Herrell and Jordan, Merrill/Prentice Hall, 2008.

Application /Implementation: lesson plans will be developed for application in the preschool setting using a current theme and for a cultural theme; reflections on readings; group discussions

Follow-up: There will be time between each session to implement aspects of the information presented. The final session will include a structured reflection paper. The instructor is available for follow-up support and ongoing professional development opportunities.

Attendance/Make-Up Policy: 100% attendance is required. Individuals may work out a plan to make up missed time and work on a case by case basis with the instructor.

Participant Evaluation/Grading Rubric:

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|--|--------------------|
| Creation of a modified lesson plan for an upcoming theme | 20 points |
| Cultural lesson plan | 10 points |
| Participation/attendance | 2 points per class |
| Resource list | 6 points |
| Reflection paper | <u>6 points</u> |
| | 50 points |

A= 45-50 B= 40-45 C= 35-39 D= 30-34

A satisfactory grade for recertification purposes requires a minimum of 35 points

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|----------------------------------|--|--|---|---|--|
| Activity | 8 points | 6 points | 4 points | 2 points | 0 points |
| Participation/ Attendance | Participates fully in learning activities for all sessions | Participants fully in some sessions | Participates only When required | Attended all sessions, with minimal participation | No participation in learning activities |
| | 6 points | 4 points | 2 points | 0 points | |
| Resource list | More than 5 resources | 3-4 resources | 1-2 resources | Did not complete resource list | |
| | 20 points | 16 points | 12 points | 8 points | 0 points |
| Modified Lesson Plan | 2 points for each component correctly included: Preparation, Background building, Comprehensible input, Strategies, Interaction, Application, Lesson delivery, Review/ Assessment Completed reflection | 2 points for each component correctly included: Preparation, Background building, Comprehensible input, Strategies, Interaction, Application, Lesson delivery, Review/ assessment Reflection is incomplete | 1 point for incomplete or vague components Reflection is complete | 1 point for incomplete or vague components Reflection is missing | Did not complete lesson plan or reflection |
| | 10 points | 7 points | 4 points | 2 points | 0 points |
| Cultural lesson | Lesson shows understanding of cultural aspect, incorporates sensory and/or hands on activities. Use of 3 or more resources for lesson development. | Lesson shows understanding of cultural aspect, incorporates sensory and/or hands on activities. Use of 2 or fewer resources for lesson development. | Lesson shows some understanding of cultural aspect, incorporates visuals. Use of 2 or fewer resources for lesson development. | Lesson shows limited understanding of culture. Uses only one resource. | Does not complete a lesson plan. |
| | 6 points | 4 points | 2 points | 0 points | |
| Reflection paper | All self-reflection questions are answered completely with ample evidence provided as support. | All self-reflection questions are answered, but limited evidence is provided as support. | Not all self-reflection questions are answered, and supporting evidence is limited | Self- reflection questions are not completed. | |