

Group Level Change in Confidence Teaching Multilingual Learners

IMPACT OF THE TRAINING

Because of the training, participants learned:

1. The **importance of home languages and bilingualism** including incorporating efforts in the classroom to support and maintain bilingualism as well as passing learnings on to other family members.

“It is important to use both languages in class to show that there is great value in knowing multiple languages.”

2. The importance of **inclusivity and cultural understanding**, including having a “more inviting environment that includes others' ideas and backgrounds besides one's own” and building stronger connections with students' families.

Participants also indicated that because of the training, they were going to...

1. Focus on **inclusivity and community building**, including looking at multilingual children in new ways which “understand and respect their home language and build trust,” being more intentional about including parents in lessons, adding more sign language and classroom labels in Spanish.
2. Be more intentional about **language equality and bilingualism**. For example, making translations equal to the English version rather than in a smaller or different font and continued encouragement for all students to be bilingual and incorporation of multicultural experiences in class lessons. One participant even indicated their personal goal was to try to learn Spanish.

“This class reminded me of all the richness that comes with knowing multiple languages.”



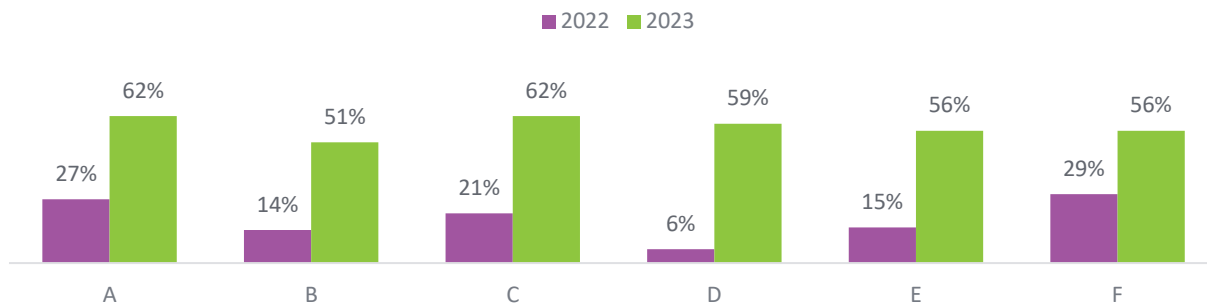
KEY HIGHLIGHTS: OVERALL CHANGE

According to group level responses to the Multilingual Learning Toolkit Reflection Tool during Spring 2022 (N = 33) and Spring 2023 (N = 39), Tehama County educators **collectively increased confidence in teaching Multilingual Learners (MLs) across all domains and measures**. According to the proportion indicating “very true”:

- In the **Family Engagement** topic, the groups had the largest increase in their confidence partnering with families to provide varied opportunities for them to come to the classroom to share their language and culture (53 percentage point increase).
- In the **Social-Emotional Health and Development** topic, the groups had the largest increase in their confidence providing adequate time for informal learning and exploration, to help develop relationships within the classroom (44 percentage point increase).
- In the **Classroom Environment** topic, the groups had the largest increase in their confidence displaying and providing culturally relevant materials (e.g., family pictures, cultural items) from children’s homes and including families in the process of selecting books, objects, and materials (36 percentage point increase).
- In the **Oral Language Development** topic, the groups had the largest increase in their confidence incorporating songs, rhymes, and chants in each language, and connecting them to content (36 percentage point increase).
- In the **Literacy Development** topic, the groups had the largest increase in their confidence providing language-based supports (e.g., graphic organizers, sentence starters), to help children begin and develop writing (46 percentage point increase).
- In the **Bilingual Classrooms** topic, the groups had the largest increase in their confidence using content to build both home language and English, so that multilingual children develop content understanding in both languages (48 percentage point increase).
- In the **Home Language Development** topic, the groups had the largest increase in their confidence inviting children to be experts and share their home language (48 percentage point increase).
- In the **English Language Development** topic, the groups had the largest increase in their confidence using instructional tools (e.g., videos, graphic organizers) to develop language in context (52 percentage point increase).
- In the **Content Learning** topic, the groups had the largest increase in their confidence strategically organizing ML children in small groups with same language peers to support content learning (44 percentage point increase).
- In the **Assessment** topic, the groups had the largest increase in their confidence using summative assessment tools (e.g., a standardized tool) to determine if children are adequately learning content being taught and progressing in language development (35 percentage point increase).
- Across all measures, the largest proportion of Spring 2023 participants (92%) responded “very true” indicating confidence reading text aloud with appropriate speed and expression to promote oral reading fluency (Topic 5, question D), which increased 19 percentage points compared with the Spring 2022 group.
- On average, the largest proportion of Spring 2023 participants indicated the most confidence in the topic area of social-emotional health and development (Topic 2).

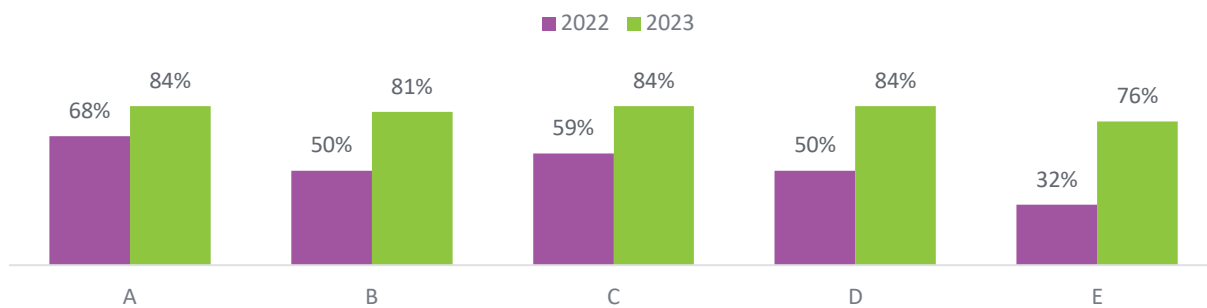
The following sections highlight the changes in proportion of participants responding “very true” to each measure. The changes presented here intend to reflect overall improvements across Tehama County following increased efforts to support teachers of MLs, and do not intend to reflect improvements among individual teachers as attendance may vary between the first and final session.

TOPIC 1: FAMILY ENGAGEMENT



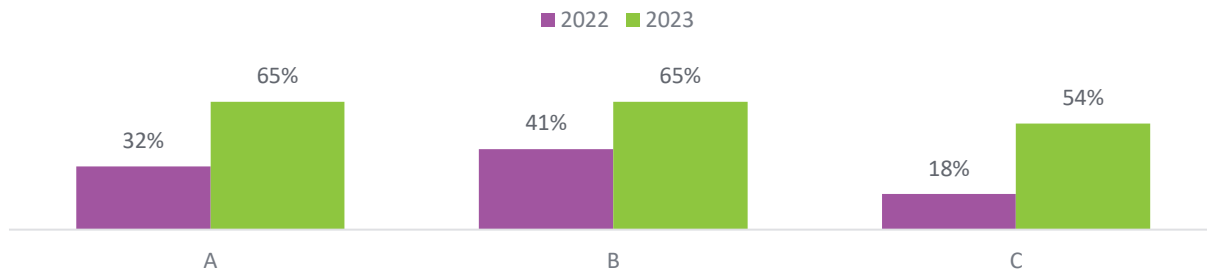
- A. Gather information on each child’s language/cultural background from parents upon enrollment.
- B. Talk with families about their language and learning goals for their child. Ask families to share their thoughts on their child’s bilingual development and how this may relate to their goals.
- C. Provide families with information on home language development and the benefits of bilingualism and encourage them to continue to speak their home language to their children.
- D. Partner with families to provide varied opportunities for them to come to the classroom to share their language and culture.
- E. Provide parents with learning activities to do at home with their child to support home language development and connect the curriculum with learning at home.
- F. Partner with families on identifying topics or ideas that are of interest to the child and incorporate these in curriculum planning.

TOPIC 2: SOCIAL-EMOTIONAL HEALTH AND DEVELOPMENT



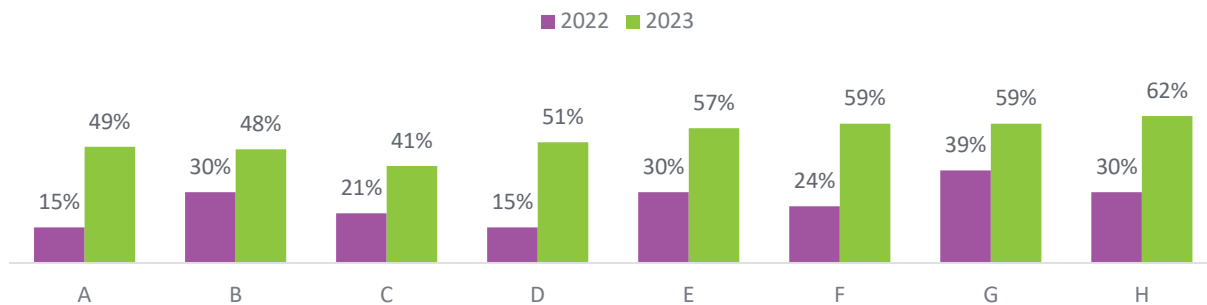
- A. Engage individually with ML children in a warm and inclusive way. Take time to build trust, respect, and strong relationships with children and families of ML children.
- B. Help ML children integrate in group learning settings by providing opportunities to have a role in small and large groups.
- C. Provide opportunities for ML children to build friendships and relationships, and meaningfully participate in peer social interactions.
- D. Provide opportunities for ML children who speak the same language to serve as peer support for each other.
- E. Provide adequate time for informal learning and exploration, to help develop relationships within the classroom.

TOPIC 3: CLASSROOM ENVIRONMENT



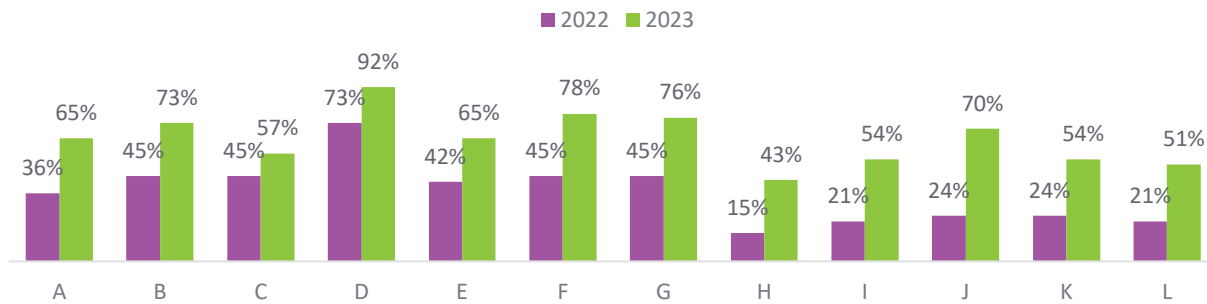
- A. Include labels and other functional print in the home language. Make sure home language print is viewed as “equal” to English print (e.g., make labels the same size in both languages).
- B. Provide books in the home language and books that depict the cultural and linguistic background of children in a positive light. Make sure children of each language and cultural background can see themselves represented in the classroom.
- C. Display and provide culturally relevant materials, including family pictures and cultural items from children’s homes. Include families in helping to select books, objects, and materials to display in the classrooms.

TOPIC 4: ORAL LANGUAGE DEVELOPMENT



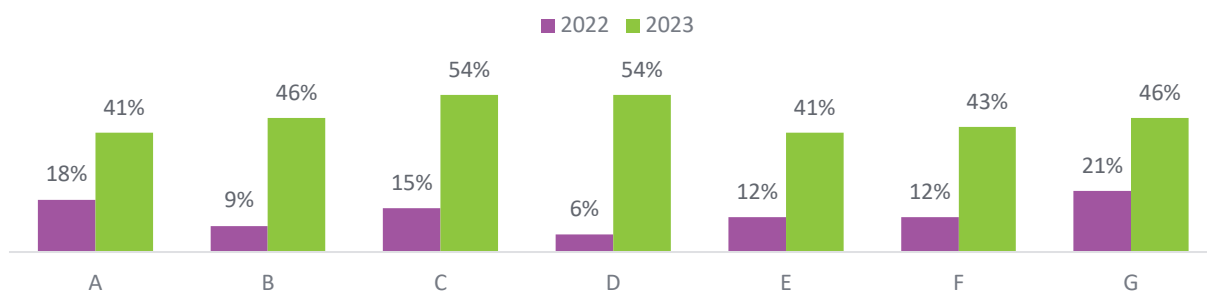
- A. Provide high-quality and extended talk in each language, including longer utterances with varied vocabulary, a mix of open-ended and scaffolding questions, providing child-friendly definitions for new or unfamiliar words, recasting or repeating an erroneous utterance in a corrected form, and engaging in back-and-forth exchanges.
- B. Ask questions in each language, including a mix of open- and closed-ended questions, to elicit talk from children.
- C. Repeat and elaborate/expand on children’s talk in each language, with adjectives, adverbs, clauses, etc. that are related to the topic the child is discussing.
- D. Incorporate songs, rhymes, and chants in each language, and connect them to content learning.
- E. Select commonly used academic words (e.g., observe, demonstrate, cycle, evaluate, conflict, etc.) and content-specific words or phrases (e.g., energy, habitat, food chain, law, freedom) from texts/unit of study and incorporate them into instruction.
- F. Explicitly teach words through oral and multiple modalities of writing, speaking, and listening (e.g., vocabulary picture cards, word maps, visual aids, props, word walls, gestures)
- G. Reinforce target words by using them throughout the day and across contexts (e.g., present word during morning meeting, post on word wall, engage with associated objects and words during small group or free choice learning time, etc.).
- H. Provide hands-on, inquiry-based experiences (e.g., designing and implementing experiments) to help give language meaning and purpose.

TOPIC 5: LITERACY DEVELOPMENT



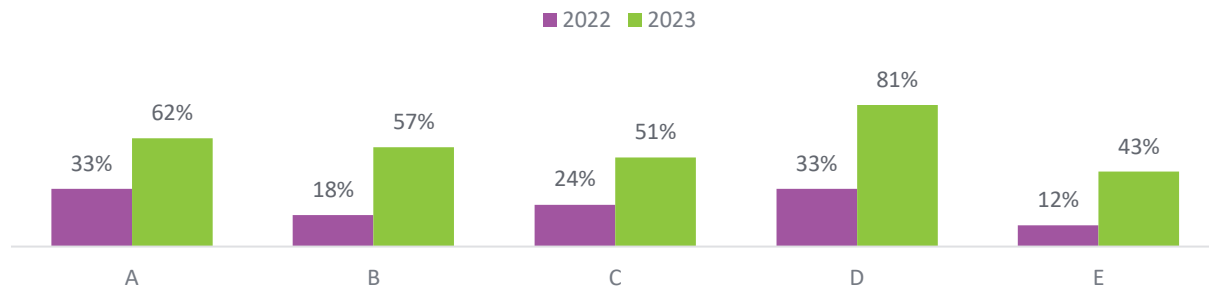
- Conduct phonological awareness activities that explicitly teach children to hear individual segments of sounds in words, such as using manipulatives to represent sound units (relevant for letter-based writing systems only).
- Help children identify letters and develop an awareness of letter-sound connections (i.e., phonics); (relevant for letter-based writing systems only).
- Provide instruction on book concepts and knowledge (particularly in preschool to support emergent literacy).
- Read text aloud with appropriate speed and expression to promote oral reading fluency.
- Conduct pre- and post-reading activities and discussions in each language to foster critical thinking skills and reading comprehension.
- Engage in interactive (i.e., dialogic) reading by asking open-ended questions, prompting children for narrative retell, and modeling and supporting language and content comprehension skills.
- Introduce and explain new vocabulary words before, during, or after reading.
- Read text in the home language first, and then follow up by reading the text in English over a period of time.
- Practice developmentally appropriate writing activities (e.g., pre-writing in preschool) in each language.
- Provide language-based supports (e.g., graphic organizers, sentence starters), to help children begin and develop writing.
- Provide writing assignments that are content-based and help develop academic language as well as writing skills (elementary only).
- Develop student writing for a variety of genres and audiences, using appropriate content, organization, and style (elementary only).

TOPIC 6: BILINGUAL CLASSROOMS



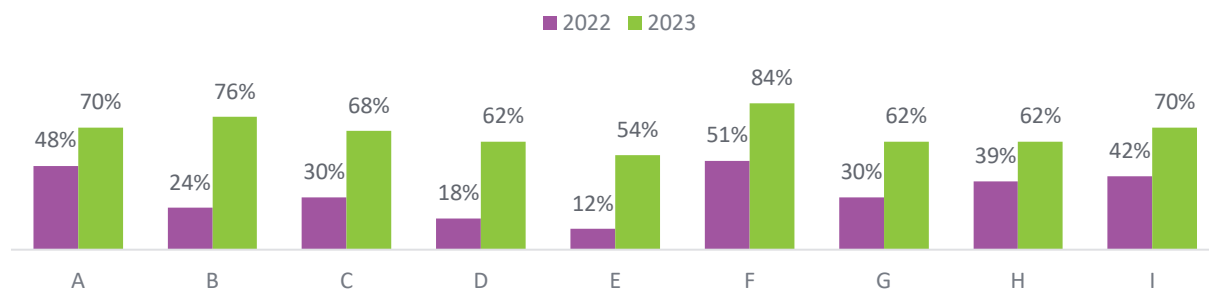
- Provide curriculum and language support materials in each language that are of equally high quality.
- Follow an intentional, systematic plan for supporting the development of each language, which includes maintaining separate protected time for each language.
- Integrate reading, writing, listening, and speaking in both languages to develop bilingualism and biliteracy.
- Make sure to use content to build both home language and English, so that multilingual children develop content understanding in both languages.
- Provide separate (and complementary) oral language and literacy opportunities and materials in each language to allow children to become immersed in each language.
- Provide explicit opportunities for children to compare and contrast the two languages to support cross-language transfer of learning.
- Assess children in both their home language and English to understand their full range of skills.

TOPIC 7: HOME LANGUAGE DEVELOPMENT



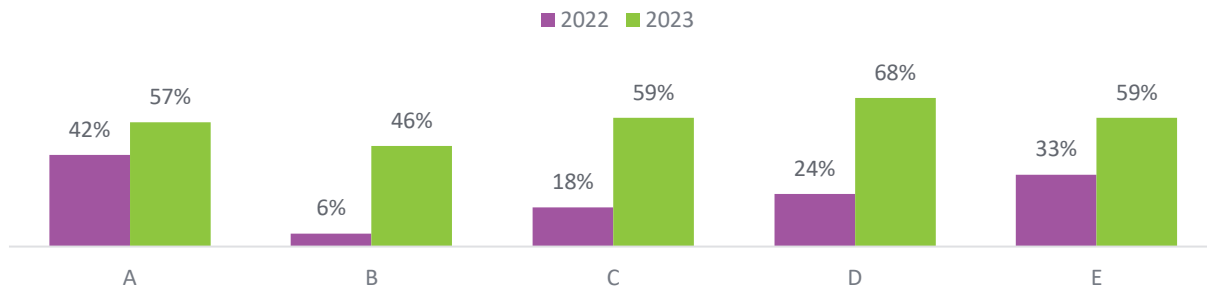
- A. Learn key words and phrases in the home language of children. Ask parents or community volunteers for help.
- B. Introduce key vocabulary words in the home language that are related to the content being taught, prior to teaching in English.
- C. Use cognates (e.g., art/artes, computer/computadora in Spanish) to emphasize connections between English and the home language (if applicable to the home language).
- D. Invite children to be experts and share their home language.
- E. Invite parents and other speakers of the home language to join classroom activities and speak, tell and share stories, and read in the home language.

TOPIC 8: ENGLISH LANGUAGE DEVELOPMENT



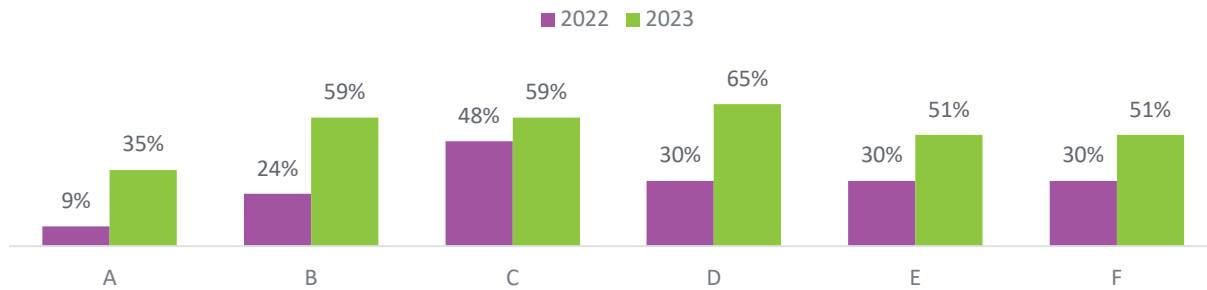
- A. Use visual cues, gestures, and signals to accompany speech.
- B. Use instructional tools (e.g., videos, graphic organizers) to develop language in context.
- C. Teach word learning strategies (e.g., use of context clues, word parts, cognates) to help children learn the meaning of words in English.
- D. Conduct supplemental small group instruction, in the home language and/or English, with ML children of similar proficiency levels, to help support content learning.
- E. Preview concepts in the home language to activate and build background knowledge, prior to teaching new content in English.
- F. Permit ML children longer wait times to allow them to process speech.
- G. Introduce longer phrases and sentences and offer less support as ML children's English proficiency grows.
- H. Talk with ML children one-on-one, providing targeted, language interactions based on their needs.
- I. Provide children opportunities to work in pairs or small groups with English proficient peers who can serve as language models.

TOPIC 9: CONTENT LEARNING



- A. Provide hands-on, inquiry-based experiences to help give content and subject matter meaning and purpose.
- B. Preview and review learning material (e.g., books, vocabulary, etc.) in the home language before teaching that material in English.
- C. Provide supplemental, targeted, small group instruction for ML children to facilitate learning of new content or targeted support of language and literacy.
- D. Strategically organize ML children in pairs or small groups with same language peers to support content learning.
- E. Provide multiple opportunities for children to engage with and practice content area vocabulary and concepts.

TOPIC 10: ASSESSMENT



- A. Co-create language and content learning goals for children with co-teachers and parents.
- B. Use assessment results to inform instruction based on student English language development progress. Use assessment to inform strategic grouping and small group instruction.
- C. Draw from a variety of formative assessment tools (e.g., observations of child's oral language, portfolios of written work, comprehension focused questions or tasks, etc.) to monitor progress.
- D. Use summative assessment tools (e.g., a standardized tool that measures a specific skill) to determine if children are adequately learning content being taught and progressing in language development.
- E. Assess children in their home language. If you don't speak the home language, try to find interpreters to help conduct assessments.
- F. Make an effort to study and understand the process of second language acquisition to help assess and monitor language development to determine if ML children are making appropriate progress.