



Working with Multilingual Learners & Their Families

Kelly Kazeck & Cindy Check

Ten Minnesota Commitments to Equity

1. Prioritize equity.
2. **Start from within.**
3. Measure what matters.
4. Go local.
5. Follow the money.
6. **Start early.**
7. Monitor implementation of standards.
8. Value people.
9. **Improve conditions for learning.**
10. Give students options.



Intended Goals

- Review Current WIDA Early Years Resources
- Discuss Needs Assessment Tools and Use
- Share Additional Resources
- Gather Feedback on Program Implementation Needs



Identifying Support Needs

What are the barriers?

Where are the gaps?

Why is implementation a challenge?

What would you need to form a partnership between programs?(Schools, Head Start, child care, etc?)

Who needs to be included in this conversation?

How will you proceed? When?

What tools seem promising?

WIDA Early Years Training Modules

- **Six online training courses:**

- Are We Ready
- Dual Language Learners and their Families
- Dual Language Learners with Disabilities
- Exploring WIDA Early Years Essential Actions
- Making Connections
- Scaffolding Language Learning

Essential Actions Resource Kit



Are We Ready?

Are we ready? discusses school readiness from an asset-based perspective. Key guiding questions: Is your district ready to support young children? Is your staff ready?

[Course Details](#) [Go to Course](#)



Dual Language Learners and their Families

This course provides essential background information about families in early care and education settings.

[Course Details](#) [Go to Course](#)



Dual Language Learners with Disabilities

Illustrated through a classroom vignette, this course provides information on identifying and supporting the needs of dual language learners with disabilities.

[Course Details](#)

Access WIDA Early Years

WIDA Early Years eLearning

Complete these courses when you want, where you want, and at your own pace.



Dual Language Learners and their Families

This course explores the strengths and resources that dual language learners and their families bring to ECE programs.



Dual Language Learners with Disabilities

This course provides essential information for supporting the needs of dual language learners with disabilities.



Exploring the WIDA Early Years Essential Actions

This course is an introductory resource to explore the fourteen WIDA Early Years Essential Actions.



Scaffolding Language Learning

This module explores ways to scaffold children's language learning and development.



Making Connections

This course provides an introduction to tools and resources that can be used to plan instruction for young multilingual children.



Are We Ready? What K-12 Educators Can Do to Support Young Multilingual Children

This webinar and downloadable companion guide promote collaboration to support transitions to kindergarten.

Newly Refreshed

Featured Resource: WIDA Early Years Essential Actions Resource Kit

This refreshed resource includes the Promising Practices book and easy-to-use needs assessments and scoring tools. Available in English, Spanish, Arabic and Simplified Chinese.



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Ready to get started?

1. Go to go.wisc.edu/082rd1 or scan:



2. Follow the directions to create a WIDA account.

3. You will receive a confirmation email to finalize setup of your WIDA Secure Portal account. Follow the directions in the email and click the link to confirm your account and setup a password.

4. After you are logged in to the WIDA Secure Portal, select “Professional Learning” from the menu.

5. Learn more about the available courses by selecting “Course Details,” and click “Enroll Now” to enter the course!

WIDA Early Years Changes



- Training Modules available until June 30, 2023
- Move to new contract structure- through school districts
- Some resources will remain available via the WIDA Early Years Website – for free, others will remain in the portal (Essential Actions Kits and Training?)
- We will be working with K-12 partners to determine what access to these resources will look like in the future. (Not available until 10.1.23)

Bottom Line: ACCESS THEM WHILE THEY ARE STILL AVAILABLE!

Assessment in Early Learning Settings

Students in Voluntary Prekindergarten or School Readiness Plus screened using the Minnesota Language Survey (MNLS)

Plus one of the following tools:

- [PreLAS](#) Observational and Assessment System *(published by Data Recognition Corporation [DRC])*
- Pre-IPT Oral Test 3-5 *(published by Ballard and Tighe)*
- Kindergarten W-APT
- Kindergarten MODEL



Needs Assessment

Turn and Talk:

How are you currently assessing needs for supporting multilingual learners?



Updated Needs Assessment

Tools include:

- ✓ Educator Self Assessment
- ✓ Program Needs Assessment
- ✓ Family Questionnaire
- ✓ Scoring Tools

To access, create an account on the WIDA Secure Portal and download the Essential Actions Resource Kit!

WIDA Early Years Essential Actions Resource Kit Educator Self-Assessment

Purpose: The Educator Self-Assessment is a tool for early childhood educators (for example, teachers, assistant teachers, paraprofessionals and others who work directly with multilingual children). The purpose of this self-assessment is to inform language-focused practice and identify professional learning needs. It is not intended for early childhood educator evaluation. The items on this self-assessment are grouped into three areas of focus: 1) Gathering Information and Reflecting, 2) Planning, and 3) Teaching and Learning. The questions and each area of focus correspond to the WIDA Early Years Essential Actions.

Directions: To complete the Educator Self-Assessment, please print the form, read each question, and then mark the box that best shows how often you think this activity happens. If you do not think the question applies to you, mark the box under "Not applicable." After you finish the self-assessment, compile your responses using the Educator Self-Assessment Scoring Tool. Then use the Companion Guide to help you identify next steps.



Area of Focus: Gathering Information and Reflecting Essential Actions: 2, 4, 6, 8, 11							
Essential Actions	How often do you...	Never	Rarely	Sometimes	Very often	Extremely often	Not applicable
2, 4	1. Examine your own cultural beliefs, cultural background, and beliefs about language development? (For example, sequential and simultaneous bilingualism, code switching and translanguaging, cultural influences on child rearing and language development, biases or assumptions about multilingual language development, etc.)						
2, 4	2. Examine how the languages of the multilingual children you serve are represented in your setting? (For example, in the activities you plan, the books and centers you have, the topics you explore, the music you play, etc.)						



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Example: Scoring Tool

3 Focus Areas that align with the 14 Essential Actions:

- ✓ Gathering Information & Reflecting
- ✓ Planning
- ✓ Teaching and Learning

Scoring tool helps educators identify individual **Strengths (green areas)** and **Areas of Focus (orange)**

Self Assessment is not intended as an evaluation tool.

WIDA Early Years Essential Actions Resource Kit Educator Self-Assessment Scoring Tool

Step 1: Score the Self-Assessment(s)

- Look at the Educator Self-Assessment and add up the number of items marked **Never**, **Rarely**, **Sometimes**, **Very often**, **Extremely often**, and **Not applicable** for each area of focus. Write the numbers in the boxes in the table below.
- You can use this process to score the results from two or more self-assessments at the same time. For example, if a group of educators have completed the Educator Self-Assessment, simply enter the total number of items marked in each category (**Never**, **Rarely**, etc.) from all the surveys you are scoring.
- Go to Step 2 on the next page to add up your results.



		Never	Rarely	Sometimes	Very often	Extremely often	Not applicable
Areas of Focus	Gathering Information and Reflecting (Essential Actions 2, 4, 6, 8, 11)						
	Planning (Essential Actions 5, 7, 9, 12)						
	Teaching and Learning (Essential Actions 1, 3, 10, 13, 14)						

Turn and Talk:
What does support
look like for
implementation?



Implementing the Language Focused Planning Tool

- Tips to begin
 - Start small!
 - Reflect on setting, resources, children's interests
 - Focus on what multilingual children can do
 - Observe what language practices children use and what roles children take
 - Identify a next step in one of the key uses of language: **Express Self, Recount and Inquire**
 - Plan one strategy to support this next step
 - Implement and evaluate



WIDA SNAPSHOT

PLANNING FOR LANGUAGE AND LEARNING

Instructional planning is a central practice for educators. In early care and education (ECE) settings, educators know that their instructional planning includes fostering children's language and learning. **Language** refers to the many ways we use language to make meaning of our environments, experiences, and learning.

Equitable planning for multilingual children means we center their language. This means planning opportunities for children to use their full **linguistic repertoire**—which includes children's home language—to learn, make meaning, and demonstrate their learning.

To help you plan instruction that promotes children's language, we suggest planning with a language-focused approach.



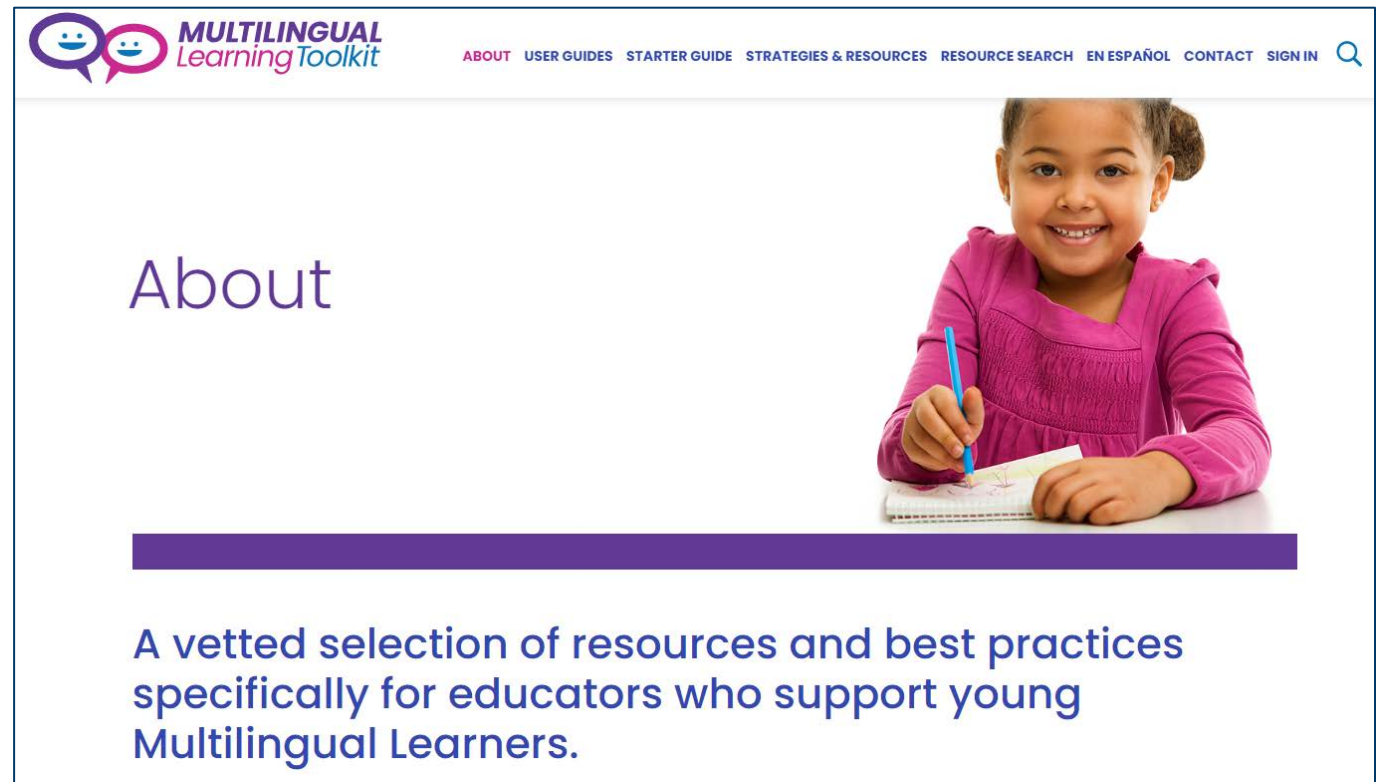
Taking a Language-Focused Approach to Planning

Focus on	Consider the following
Attending to setting, environment, curriculum, activities, and resources	How does your setting, environment, curriculum, activities, and resources affirm multilingual children's individual linguistic, cultural, and literacy practices? How can information gained through family and community partnerships help you plan for equitable language and learning?
Building on children's language practices	What have you observed about multilingual children's language practices? How can you use these observations to help you plan equitable learning opportunities for multilingual children?
Promoting language interaction	What roles have you observed that children are most comfortable taking (for example, initiating a conversation, responding to questions)? How might you plan for them to take on varied roles?
Promoting language development	What have you noticed about how multilingual children use language to make meaning and learn? How will you plan for continued language growth and development for the multilingual children you serve?
Encouraging language participation through uses of language	What have you noticed about how and why multilingual children are using language? How will you target specific purposes of language use in the lesson?

Multilingual Learning Toolkit

Multilingual Learning Toolkit – Early Edge California & American Institutes for Research

- User Guides
- Instructional Strategies & Resources
- Searchable Resources Including Video Examples
- Information available in Spanish



Personalized Oral Language Learning



Personalized Oral Language Learning

“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, every child feels a sense of safety and belonging. Their family, culture, language, and identity are embraced and supported.

**Toolkit for Implementing
the Language Learning
Project**

**Professional Development
Resources in the Language
Learning Project**

**Personalized Oral Language
Learning (POLL) Strategies
Demonstration Videos and
Photos**

**Additional Resources in
the Language Learning
Project**

Guided Language Acquisition Design

PROJECT GLAD®

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Preschool GLAD® is about creating a rich environment of language, ideas and concepts. Preschool, Transitional Kindergarten, and Kindergarten students engage in learning at their own entry points and are given multiple ways to respond. This model fosters a success-based, interactive environment that stresses cross-cultural respect and sensitivity and that values the family, community, and language of the child. Intentionally creating language rich environments for our early childhood emergent bilingual students takes time and effort. Preschool GLAD® engages participants in thinking about how children learn language and introduces successful research-based strategies for creating a language rich setting that is alive with words, aloud with language, and results in language-rich learning.



Orange County, CA
Dept of Education &
National Training
Center

Offers a sample PreK
Demonstration Lesson
Plan

[Downloadable
Preschool Guide](#)



Joyful, rigorous language and learning, and dual-language literacy.

PRACTICES

High-leverage, developmentally appropriate pedagogical practices are aligned across the preschool through elementary grades, and address the language demands of increasingly rigorous, grade level standards.



Dual Language Learners



These resources offer information and guidance on the needs of children who are acquiring two or more languages at the same time or are learning a second language while developing their first. Besides dual language learner (DLL), other terms that resources may use when referring to these children include bilingual, English language learner (ELL), Limited English Proficient (LEP), English learner, and children who speak a Language Other Than English (LOTE).

The [Policy Statement on Supporting the Development of Children Who Are Dual Language Learners in Early Childhood Programs](#) [PDF, 0.0KB] provides recommendations to early childhood programs that promote the development and

learning of young children who are DLLs. It also provides support for language revitalization efforts within tribal early childhood programs.

Identifying Support Needs

What are the barriers?

Where are the gaps?

Why is implementation a challenge?

What would you need to form a partnership between programs?(Schools, Head Start, child care, etc?)

Who needs to be included in this conversation?

How will you proceed? When?

What tools seem promising?

- The **Essential Actions Resource Kit**, and all other courses, are available through June 30, 2023. Most courses will be retired on this date.
- Refreshed Essential Actions course and kit become part of the WIDA Consortium only and will be available October 1, 2023.
- Meeting with K-12 Multilingual Learner Support Team to learn about continued access options
- Proposed Implementation Tool Kit based on program needs and feedback.
- Stay tuned to learn more – use the current resources NOW!

Thank you

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