Preparing Educators for Responsive Teaching of Culturally, Linguistically and Ability Diverse Young Children

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Personnel Preparation

Key Considerations: How do we prepare others to:

- Acquire research-based knowledge regarding language and literacy learning for CL&A diverse children with and without disabilities and families? Cultural Competence
- Close the gap between research and practice?
- Support and inform decision-making processes with current information and continue research in this area?
Knowledge and Competencies

They need:
- Knowledge about our changing world
- Knowledge about their changing role as EC educators including:
  - Emergent paradigms in responsive education
  - The nature of culturally-responsive teaching
  - Knowledge of second language acquisition and responsive practices to promote proficiency in oral languages and literacy
Knowledge and Competencies continued

- Knowledge and skill in building relationships with children and families from cultures different from their own …”cultural intelligence”
- Appropriate assessment linked to intervention… start with the child
- Knowledge of strategies to create “safe environments” for learning
- Skills in providing rich interactions in meaningful contexts that promote oral proficiency and emergent literacy development
- Strategies to develop connections to home
Cultural Intelligence/Cultural Competence

Three components:
- Cognitive... Head
- Physical... Body
- Emotional... Heart

Early & Mosakowski, 2004
EC/ECSE need to develop cultural proficiency or intelligence…

What does this mean?

Head = Knowledge about the beliefs, customs, taboos of a culture… types of thinking and language used to acquire these

Body = Physical perspectives refer to the actions or demeanor you use when you interact with others… pragmatic knowledge and skills

Heart = Emotional / motivational component refers to confidence in mastering a particular set of circumstances and overcoming obstacles and setbacks … finding joy in working with individuals from cultures different from your own

Westby, C., 2007
Our Changing World

- 47 million (18%) in US speak a language other than English or another language in addition to English including numerous students who are ELLs. (Census, 2000).

- In 2001, there were approximately 4.6 million ELLs in U.S. schools, representing an increase of 105% since 1990 and it is estimated that 80% of these students speak Spanish (Kindler, 2001; Goldstein, 2004)
Our Changing World

Although many children are immigrating from different countries, children of immigrants who are also U.S. citizens are the fastest growing component of the child population.

www.futureofthechildren.org
Who are these children?

- Children of immigrants refers to children under the age of 18 who are either foreign born or born in the U.S. to at least one foreign born parent.

- Young children of immigrants refers to children under the age of 6 ~

- 93% of young children of immigrants are second generation, born in the US to foreign born parents.
Implications

The rapid growth of young children of immigrants, who may also speak a first language other than English in their home, challenges our present support system for meeting the needs of ELL students in need of special education, especially those in Head Start and other Pre-K programs (23rd Annual Report to Congress).
Who are the Children in Your World?

Discuss with the person sitting next to you:

- Who are the children future educators will be teaching in your area?
- How has this changed in recent years?
- What cultures and languages are represented?
- How will your students learn from these children and families?

**Message:** Future EC Educators need to know about their changing world and about the children and families they will be serving.
A Call for a Paradigm Shift in Personnel Preparation

Move from the accepted deficit Model ("at risk"; "close the achievement gap"; "failing") versus a strengths-based approach

“All children come with strengths and a tremendously rich cultural legacy.”

Would you agree that …

All children in ECE need:

- Language and literacy rich environments
- A safe place to learn in which diversity is appreciated and respected
- Opportunities for social interaction
- Exposure to books and emergent literacy learning
All Children in ECE need … continue

- Teachers who recognize that all children can learn
- Family members involved in their children’s education
- Competent teachers who are supported by their administration
Do Diverse Learners Need Something More?

A review of effective instructional strategies for linguistically and culturally diverse children reveals that many of the strategies that are needed are simply extensions of approaches that work well with ALL children.

Gray & Fleischman, 2005
Expectation Discrepancies

“Cultural and socioeconomic differences can erupt in ‘cultural clashes’ when mostly middle class white teachers expect their ethnically and culturally diverse students to learn and behave according to mainstream European-American cultural standards.”

Culturally Responsive Teaching

“a method that uses individual children’s cultural knowledge, prior experiences, and learning styles in daily activities”

“The Double-Bind”

- Yet, an in-depth understanding of inextricable relationship of communicative and social competence is necessary

- “In order to learn a new language the child must be socially accepted by those who speak the language… but to be socially accepted, he must already be able to speak the new language”

  Tabors, 1997
“The Omega Child”

The portrait of a child who has reduced conversational experiences leads to attenuation of opportunities to develop social competence

Garnica, 1983
Wishy washy wishy washy!

- Clarisa’s story
Assumptions about Children

We teach that we must:

- Recognize that all children are cognitively, linguistically and emotionally connected to the language and culture of their home

- Acknowledge that children can demonstrate their knowledge and capabilities in many ways
About all Children

- Understand that without “comprehensible input” second language learning can be difficult

NAEYC, 1995

**Message:** Understand that all ELLs are unique just like all children are unique in terms of socio-cultural, linguistic, and developmental considerations
To become culturally responsive in their teaching, current and future educators need to:

- Be Caring
- Be knowledgeable about Culture and Communication
- Be knowledgeable about Curriculum and Content
- Use instruction (tone, attitude, expectations and quality) that promote teaching and learning
In their work, Milagros et al present strategies for supporting social and emotional development.

*Future EC Educators need to learn how to*
- Design supportive environments
- Create meaningful and engaging learning areas
- Develop a schedule that promotes child engagement and success
- Plan for transitions
- Teach classroom expectations
- Enhance children’s emotional literacy
Changing Roles for EC Educators

Current and future EC educators also need to expand their role and develop knowledge and competencies including:

• Understanding 2\textsuperscript{nd} language acquisition and bilingual behaviors

• Know each child and family’s social-cultural context

• Use non-biased assessment by starting where the child is
Continued Knowledge and Competency Development

- Use communication strategies to make all input “comprehensible” or meaningful
- Use classroom organization to support diverse opportunities for learning
- Modify and adapt curriculum to meet each child’s individual needs – “differentiated instruction”
- Use effective strategies to address “affective filter”
- Maintain connections to home
Teaching 2nd language acquisition and the development of language and literacy

Can your students answer these questions?

- How do children learn a second language?
- What are typical bilingual behaviors?
- What are commonly held “myths or realities?”
- What about ability-diverse children?
- How do all children develop languages and become literate?
What do your students need to know about learning two languages?

Influencing factors

- Age: Simultaneous, Preschool successive, School age successive
- Attitudes: Subtractive or Additive
- Internal Factors: Motivation, Language aptitude, Learning styles or Strengths
- External factors: Exposure
Resource: Tabors 1997

- Stages of L2 Development: 2 year study of observed stages by Tabors
- Home language use: (Typically quite short but may be longer for children with developmental concerns)
- Non-verbal period: (Varies in length and dependent upon influencing factors)
- Telegraphic or Formulaic use: (“What’s up?”; “I don’t know”)
- Productive language: (Shift to novel utterances beyond formula)
More Resources

Typical bilingual processes that may impact a child’s performance

- Silent period
- “Language Loss”… can be transitional period/inter-language wherein students may demonstrate semi-lingualism
- Reduced Exposure
- “Code switching”… “Code mixing”
- Cross-linguistic Influence…transfer
- Fossilization

Schiff-Meyers, 1992; Kayser, 1993; Roseberry-McKibbin, 1994; Genesee, Paradis & Crago, 2004
Bilingual behaviors are common, not indicative of disorder but support to move through phases still necessary

Example… During the “silent/non-verbal phase” children require responsive interactions that promote continued learning of both languages

Impacts of language loss?

Loss of:
- positive effects of first language development on second language learning,
- the cognitive benefits of bilingualism,
- family connections and social-emotional supports,
- family engagement and participation in educational process, and
- cultural identity which may negatively impact self-esteem

Academic language is the linguistic glue that holds the tasks, texts, and tests of school together (Zwiers, 2005). It’s the set of words and phrases that:

- Describe content-area knowledge: “saturation”,
- Express complex thinking processes and abstract concepts: “same and different”, “similarly”, “compare and contrast”
- Create cohesion and clarity in written and oral discourse: “as a result of”, “as evidenced by”
Resource about Literacy Learning: NRP, 2000

The big 5 ideas apply to ELLs although certain accommodations and adaptations in instruction may be needed.

- Phonemic Awareness
- Phonics
- Vocabulary
- Fluency
- Comprehension
Continuity versus Discontinuity

- Phonological Knowledge
- ABC Knowledge
- Word Knowledge
- World Knowledge
- Print Knowledge
- Narrative
- Phonological Awareness & Phonics
- Vocabulary
- Fluency
- Comprehension

**Message:** Current and future EC Educators need to understand the current research base and implications for development of language and literacy in languages.
What about children who are ability diverse?

“We know that in appropriate circumstances, children, even those with language impairment, have the capacity to learn two languages. Professionals and parents need to assess whether the circumstances that a given child is in are conducive to dual language learning. They should never automatically assume that having two languages is the exclusive domain of children with typical development.”
Genesee et al., 2004
What do your students need to know about the child and family’s social-cultural context?

Current and future educators need to:
- Avoid assumptions about a child’s cultural or linguistic background without getting further information
- Decide what information is important to know
- Plan how to gather the information
Resources: Gathering Information

Ways of gathering the information and building relationships with families:

- Conversations with family members: Santos et al., 2005 Ethnographic Interviews ~ Westby, 1990, 2001
- Use of cultural mediators, interpreters, translators, parent school liaisons. *Beyond Words* [www.landlockedfilms.com](http://www.landlockedfilms.com)
- Home Visits, *Beyond Words* [www.landlockedfilms.com](http://www.landlockedfilms.com)
What do your students need to know about how each child learns?

Appropriate Assessment:

- Observe
- Learn what the child knows
- Distinguish lack of knowledge from knowledge of English
- Start slowly
- Use ongoing observation and progress monitoring strategies ... RtI...Results Matter...R&R
Resources: Linking Assessment to Intervention

Response to Intervention Models applied to early childhood

- Rtl  [www.wrightslaw.com/info/rti.index.htm](http://www.wrightslaw.com/info/rti.index.htm)
- Recognition and Response: Snapshots [www.fpg.unc.edu](http://www.fpg.unc.edu)
What do your students need to know about making all input “comprehensible”

- High Context… multi-modality ESL/Sheltered English
- “Double the message”
- Repetition
- Hear and Now
- Expanding and Extending
- Upping the Ante

Tabors, 1997, One Child Two Languages, Baltimore: MD, Paul H Brookes Publishers
Clara will demonstrate how she teaches these strategies

- Use actions and illustrations to reinforce oral statements

- Prompts, facial expressions, gesture are more effective than just repeating commands

- Ask for completion versus production; choose answers, cloz technique versus generation of answers
Successful Strategies continued

- Model correct usage and judiciously correct errors
- Use visual aids and multiple modalities (print referencing) when presenting content
- Say it with meaning: explain, define, restate and paraphrase
Do your students know how to use classroom organization to enhance learning?

- Safe havens
- Classroom routines
- Small group activities
- 1:1 Opportunities
- Social supports from peers ~ “social skills training”
- Collaborative learning

Tabors, P.O. One Child Two Languages
Do your students know how to modify curriculum to enhance individual learning?

- Modifications and Adaptations that provide for learning opportunities across all areas of development...DAP

- Free play – snack time – outside play – story time etc.

- Focus on meaningful engagement in curricula activities

Tabors, 1997
Do your students know how to address the “the affective filter”?

- Affective filter: “A social emotional monitor that governs how much input children can receive, depending upon their level of comfort”

Starting Points: Bringing Language Alive, Educational Productions [www.edpro.com](http://www.edpro.com)
Additional competencies

- Recognize that participation has an element of risk for children, especially ELLs
- Understand that a child may be triggered to screen out input if anxious, under stress, or put on the spot
- Encourages teachers to use peer support and validate all efforts, reduce communication demands, check for comprehension, and engage children in cooperative learning activities

Starting Points: Bringing Language Alive, Educational Productions [www.edpro.com](http://www.edpro.com)
What do you students need to know about connections to home?

- “Inside Out… Outside In”
- Inside Out: How do you share information with families that supports their child’s learning at home?
- Outside In: How do you engage parents and family members?
- Video: *The Zapatero Family*

Let’s Watch TV and Debrief

- Watch this segment of *Full Circle* and list or identify those examples of “inside out and outside in” with family members.

- What else would you teach your students?
Inside-Out…One Example

- Parent Education and Support:

- *El Grupo de Familias*: Plastilina
  [www.landlockedfilms.com](http://www.landlockedfilms.com)
El Grupo de Familias

Information sharing about:

- 2nd Language learning and benefits of bilingualism
- Family stories and expectations for their children ~ “Talking Stick”
- Support for preservation of home language and culture
- “Talking” with children and emergent literacy interactive storybook reading
- Connection to home
- Connections to community resources and navigating the educational system

www.landlockedfilms.com
Outside-In

Including parents in the classroom (NAEYC):
- Lending a hand
- Demonstrating a talent or skill
- Early AM “breakfast book reads”
- Bilingual staff or Parent resource Consultants /Cultural Mediators
- Translated information
What works for you?

- Share with your neighbor... strategies that have worked for you in your setting...

- Large group share: Ideas and examples of culturally responsive teaching.
The Take-Home Messages

Current and future EC educators and providers need to:

- Know about their changing world and about the children and families they will be serving
- Understand that all ELLs are unique in terms of socio-cultural, linguistic, considerations just like all children are unique
- Recognize that children can and will acquire the use of English even when their home language is used and respected
More Take Home Messages

- Understand the current research base and implications for development of language and literacy in languages
- Support and preserve home language and/or culture
- Develop and provide alternative and creative strategies for all young children’s learning that is family centered, culturally responsive, individualized, and meaningful.
Thank you for joining us!

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See references on separate handout