

Culturally Responsive Teaching: *An Examination of Program Models*



Language Minority Roundtable
April 16 and 17, 2008
Washington, DC



A Service of the Child Care Bureau



Good Morning



Aloha Kakahiaka means Good Morning to you!

Aloha Kakahiaka means Good Morning to you!

Aloha! Aloha! Aloha!

**The more we get together,
Together, together,
Oh, the more we get together,
The happier we'll be.
For your friends are my friends,
And my friends are your friends.
Oh, the more we get together,
The happier we'll be!**





Guiding Questions



KWL Overview of Presentation

- What do we **KNOW** about LM children?
- What do we **WANT** to know about programs that serve LM children?
- What did we **LEARN** about program models for LM children?
- How can we learn more?

What do we **KNOW** about Language Minority Children?




**Early Childhood Trends
Language Minority Children**

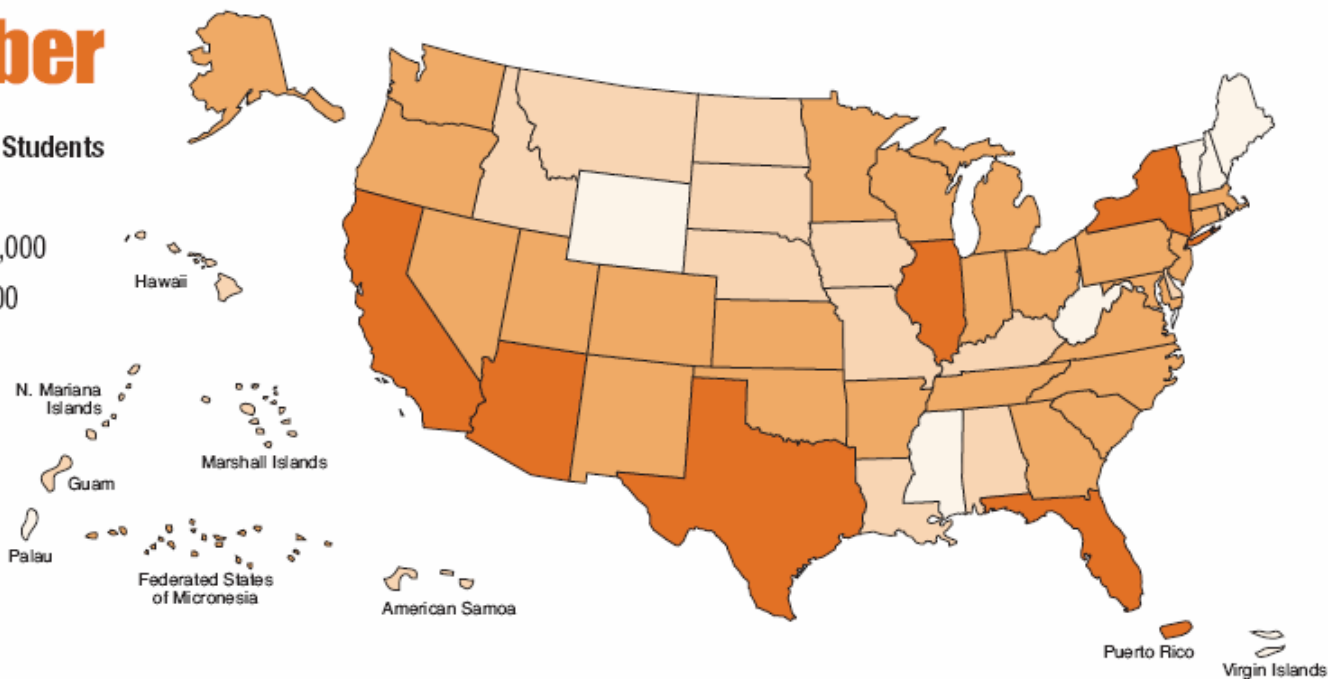


Overview of Language Minority Children in Early Education

Number

Number of LEP Students

-  >100,000
-  20,000 - 100,000
-  5,000 - 20,000
-  <5,000







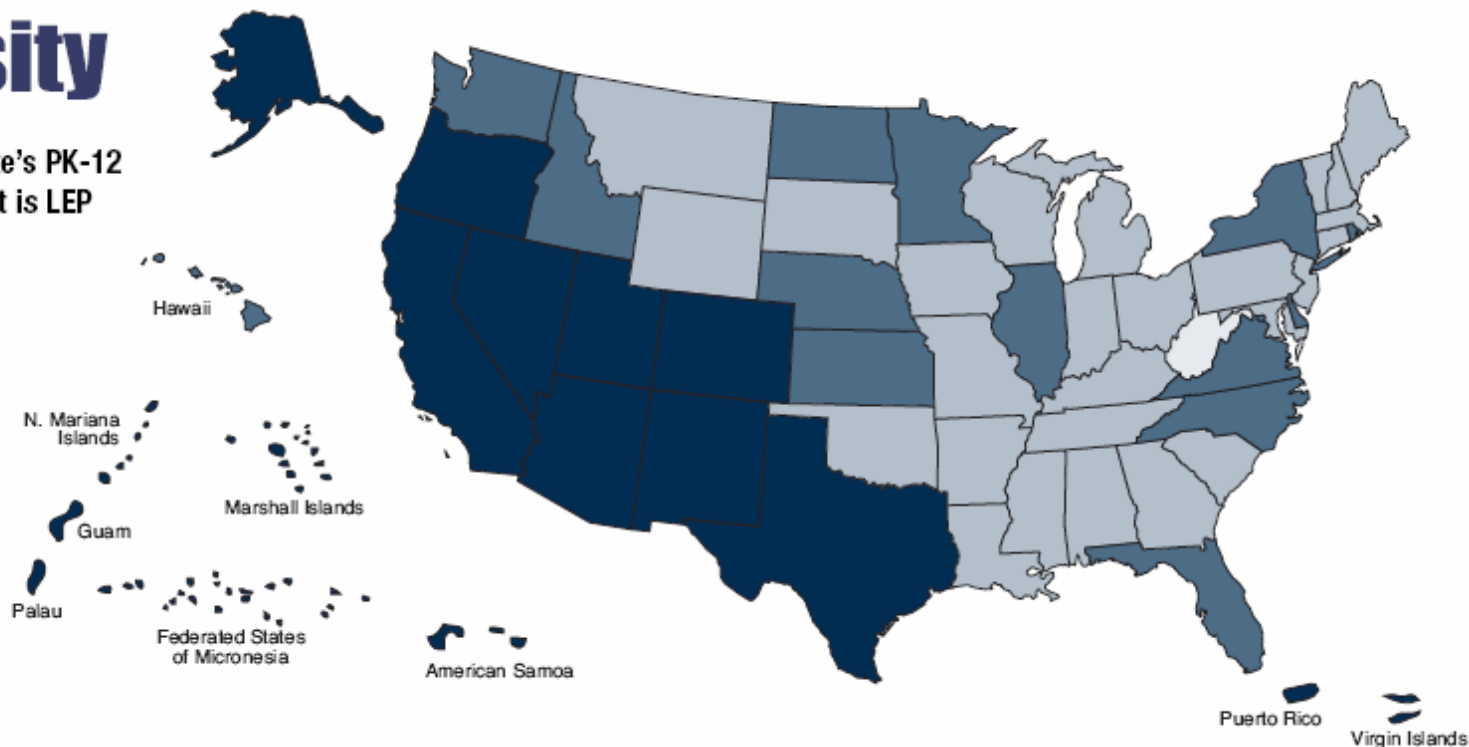


Overview of Language Minority Children in Early Education

Density

Percent of State's PK-12 Enrollment that is LEP

-  >10%
-  5% - 10%
-  1% - 5%
-  <1%



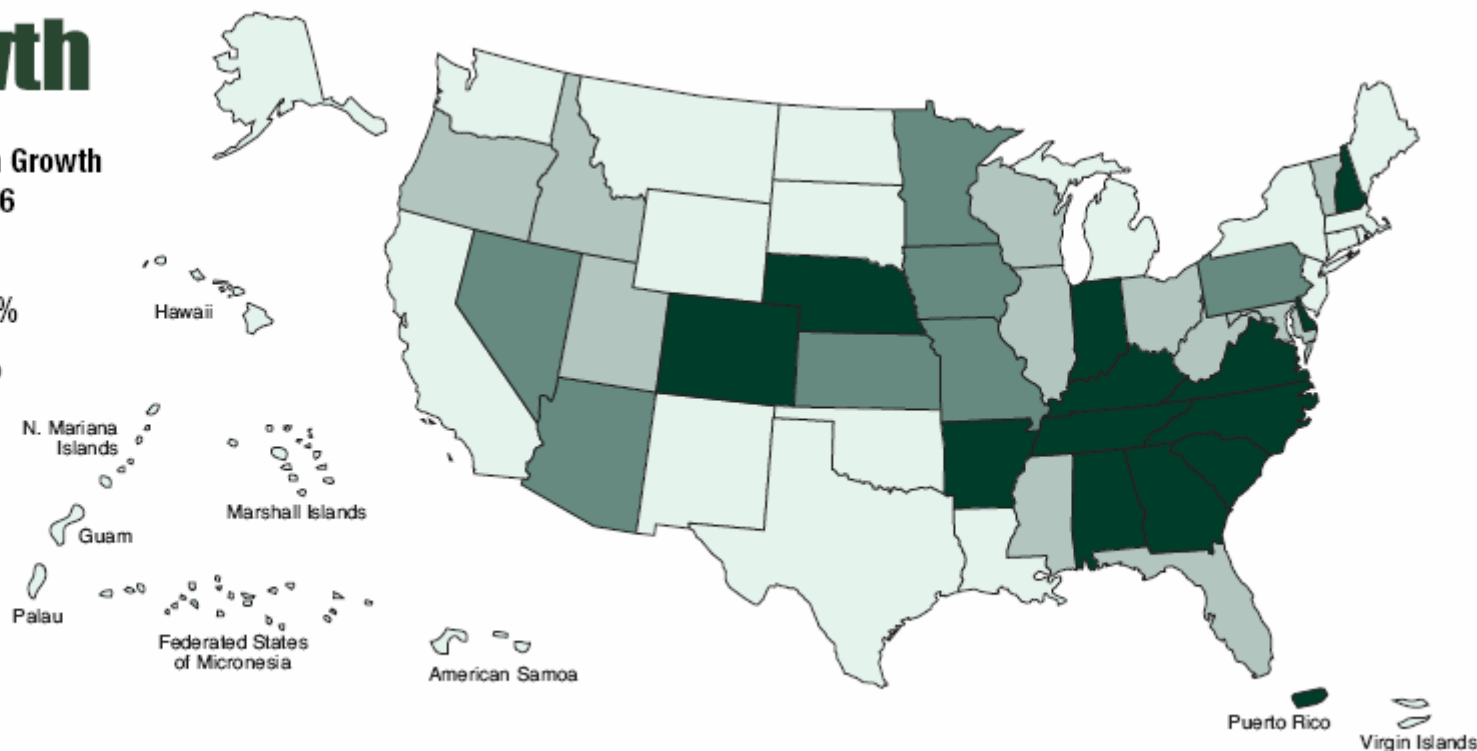


Overview of Language Minority Children in Early Education

Growth

LEP Population Growth from 1995-2006

- >200%
- 100% - 200%
- 50% - 100%
- <50%



What do we **WANT** to know about programs that serve Language Minority Children?

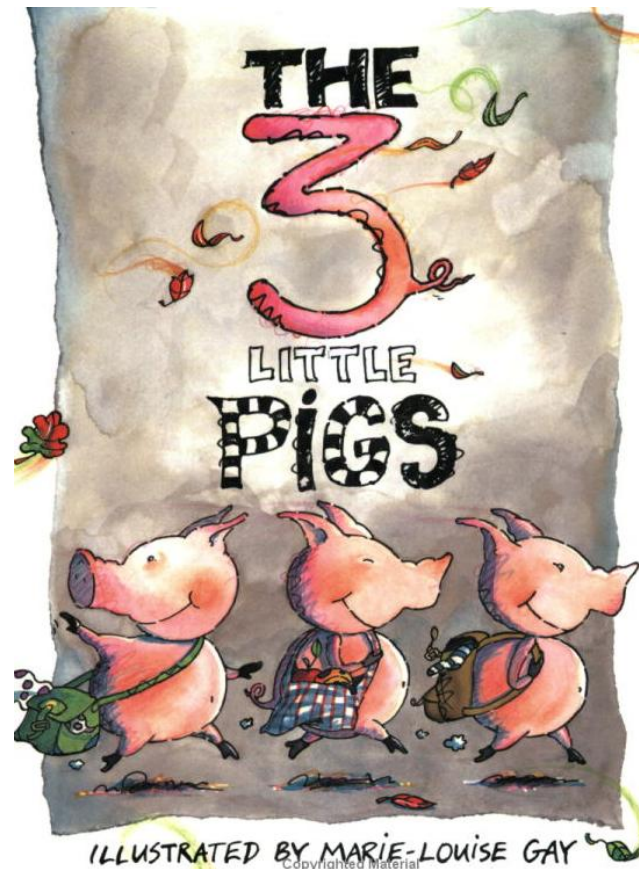


Introduction and Background Overview of Program Models



Introduction

■ Building on Background Knowledge:





Introduction

■ The Three Little Javelinas





Program Models

- There are many different program models.





Program Models

Native Language Support Models

Goals of the Program	Common Program Names	Native Language of children	Language of Instruction
<p>To build language and literacy in two languages, also known as Bilingualism.</p> <ul style="list-style-type: none"> ◆ Language Development: Receptive and Expressive skills ◆ Early Literacy: Phonological Awareness and Concepts about Print 	<ul style="list-style-type: none"> ◆ Two Way Bilingual Education ◆ Two Way Immersion ◆ Dual Language Immersion ◆ Heritage Language Program ◆ Indigenous Language program ◆ Maintenance Language Program 	<p>Models use varying amounts of Native Language and English instruction</p> <p>Research supports native language support for at least 50 percent of the day.</p>	<p>English and Native Language</p>

Sufficient resources to support target languages

Significant Language Minority children in a target language(s)



Program Models

Native Language Support Models: Rapid Transition Approaches

Goals of the Program	Common Program Names	Native Language of children	Language of Instruction
Focus on English acquisition; rapid transfer to English-only classrooms	<ul style="list-style-type: none"> ◆ Early Exit ◆ Transitional Bilingual Education 	<p>Models use varying amounts of the same Native Language and English instruction</p> <p>Research supports native language support for at least 50 percent of the day.</p>	<p>English and the Native Language</p> <ul style="list-style-type: none"> ◆ Initially, LM children receive instruction in both languages ◆ LM children are quickly transitioned to all or mostly in English instruction

Sufficient resources to support target languages

Significant Language Minority children in a target language(s)



Program Models

English Only Program Models

Goals of the Program	Common Program Names	Native Language of children	Language of Instruction
Focus on developing language and early literacy in English	<ul style="list-style-type: none"> ◆ Sheltered English ◆ Specially Designed Academic Instruction in English (SDAIE) ◆ English as a Second Language (ESL) ◆ Sheltered Instructional Observation Protocol (SIOP) ◆ Structured English 	<p>Native languages vary.</p> <p>LM children are served in mainstream classroom</p> <p>Also, these programs are effective with children who have a basic proficiency in English.</p>	<p>English</p> <p>These models rely on the use of visuals, gestures, <u>manipulatives</u>, etc.</p> <p>These models rely on adapting the English to the student's proficiency level.</p>

Sufficient resources to support target languages

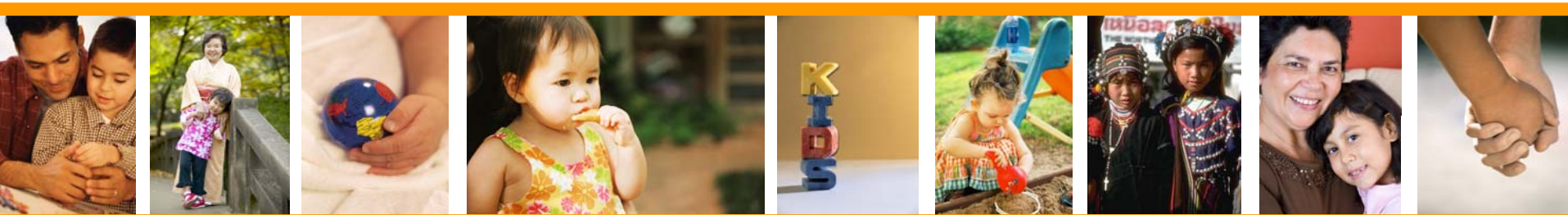
Language Minority children who speak diverse languages



Research

Research on Program Models	
Research Study	Summary
Two-Way Monolingual English Immersion in Preschool Education: An Experimental Comparison	Native Language Support
Second Language Acquisition and Bilingualism at an Early Age and the Impact on Cognitive Development	Native Language Support
The Astounding Effectiveness of Dual Language Education for All	All Approaches
Dual Language Abilities of Bilingual Four-Year Olds: Initial Findings from the Early Childhood Study of Language and Literacy Development of Spanish-speaking Children	Native Language Support
Spanish speaking children's social and language development in pre-kindergarten classrooms	English Only Approach

What did we **LEARN** about programs that serve Language Minority Children?



Program Model Considerations
Research Implications



Considerations



Legal Considerations for Programs Serving Language Minority Children

Legislation

Lau v. Nichols (1974)

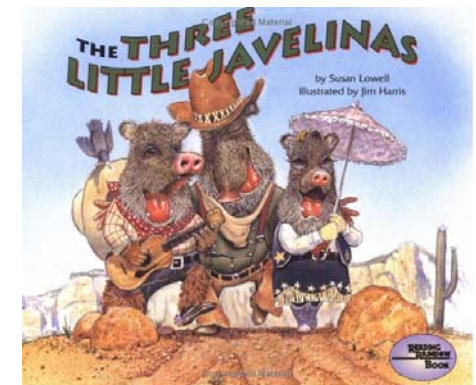
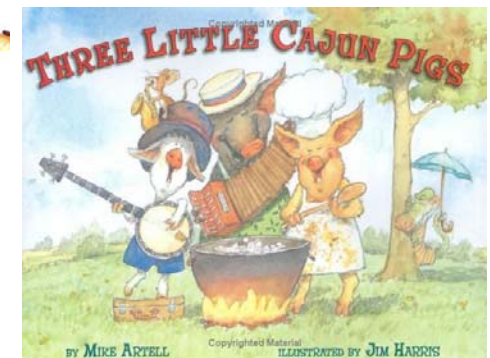
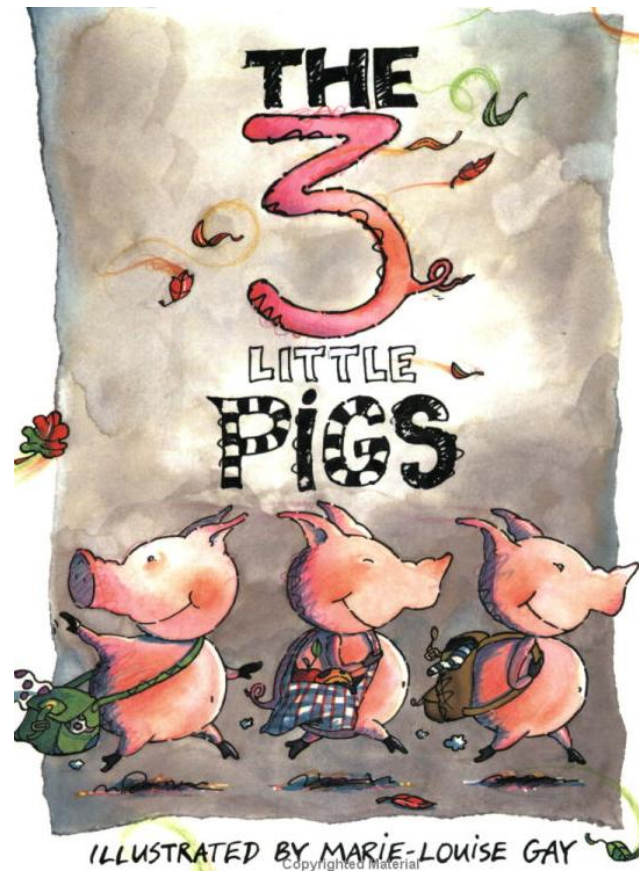
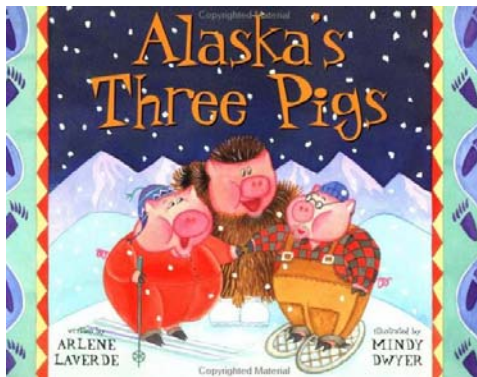
Castañeda v. Pickard (1981)

English Only Legislation (State Level)



Considerations

■ Who will the program serve?





Considerations

- What kind of program supports the needs of the LM children in the area?





Considerations

- What kind of materials/resources are available?





Research Implications

Summary of Presentation		
Goal	We Know...	We Don't Know...
Program Models	There are three types of program models for LM children.	The most effective methods and policies for multiple populations and settings.
Research	There has been some research conducted on program models serving young LM children.	The implications of findings for multiple populations and settings.
Considerations	Program models require sufficient resources to implement and sustain over time.	The impact of effective professional development for teachers serving multiple populations and settings.



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Thank You



Prepared by the National Child Care Information and Technical Assistance Center

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