Importance of Classroom Assessments of Supports for Early Childhood Dual Language Learners

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Importance of Classroom Assessment in General

- Informs research, practice and policy
- Sheds light on professional development efforts
- Tracks and measures progress over time
- Measures educational aspects of both process and content quality
- Can be predictive of later child outcomes
Evidence Based Best Practices for Young Dual Language Learners

- Bilingual oral language development is best when possible
- Early literacy skill development in both languages with specific emphasis on appropriate read aloud strategies
- Environments sensitive and reflective of languages and cultures are important for social-emotional development of young DLLs
Importance of DLL Focused Classroom Assessments

• To advance the knowledge base of effective teaching and learning practices for DLLs
• To inform policy to maximize supports in programmatic and structurally related decision making
• To inform teacher preparation and professional development efforts tied to improving teacher preparedness for working with young DLLs
• To help programs in tracking progress with regards to DLL specific practices and strategies
Classroom Assessment of Supports for Emergent Bilingual Acquisition (Freedson, M., Figueras-Daniel, A., & Frede, E., 2009) (CASEBA)

Designed to assess the degree to which preschool teachers and classrooms are providing support for the social, cognitive and linguistic development of Dual Language Learners (DLLs) in both of their languages, with a focus on language and literacy.
• Includes 26 items clustered around seven broad aspects of a high quality early childhood curriculum:
  1) Collection of child background information
  2) Integration of socially and culturally relevant content
  3) Supports for home language development
  4) Supports for English acquisition
  5) Social-emotional supports and classroom management
  6) Curricular content
  7) Assessment
Self-Evaluation of Supports for Emergent Bilingual Acquisition
(Frede, E., Freedson, M., & Figueras-Daniel, A., 2009)
(SESEBA)
• Based on the CASEBA and informed by research on reflective practice
• To move use of home language from a management tool to a language of instruction
• To guide teacher practice through a continuous improvement system using structured classroom observation and reflective coaching
SESEBA Objectives

• Part of a systematic implementation of the reflective coaching cycle.

• Begins with teachers’ self-assessment of their classroom and teaching practices.

• Emphasis of the coaching and particularly the workgroups is to focus on children’s activities and what they imply for the child’s understanding and for further teaching.
SESEBA Overview

1. Gathering Information
2. Cultural Inclusion
3. Curricular Content
4. Supports for Home and English Language Development
   4.1. Classroom environment
   4.2. Building comprehension
   4.3. Teacher talk
   4.4. Emergent literacy
   4.5. School-home connections
5. Social-emotional supports
6. Assessment
Research on Young DLLs and Their Experiences in High Quality Preschool Settings

• Attendance in high quality preschool improves outcomes for DLLs
• Dual language practices enhance these outcomes in BOTH languages
In Summary

• High quality programs need to be cognizant of the specific needs of young DLLs
• Supports and practices need to be delivered very deliberately, and based on data to be able to target the most beneficial supports