



**WIDA 2016**  
National Conference

**October 12-15, 2016**

Philadelphia Marriott Downtown  
1201 Market Street, Philadelphia, PA 19107

**Promising Practices Part I:  
Observing Dual Language Learners**

**Thursday, October 13, 2016, 4:30 – 5:45 PM**

**Promising Practices Part II:  
Instructing Dual Language Learners**

**Friday, October 14, 2016, 10:30 – 11:45 AM**

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**EARLY YEARS**

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## Essential Actions

|                  |  |
|------------------|--|
| <b>ACTION 1</b>  | Collaborate to ensure that all adults interacting with dual language learners support dual language development  |
| <b>ACTION 2</b>  | Gather information about dual language learners' cultures and the languages heard and used in the past and present in order to support dual language development           |
| <b>ACTION 3</b>  | Recognize and use the strengths, resources, and experiences of dual language learners and their families to support and enhance language development and learning          |
| <b>ACTION 4</b>  | Gather, analyze, and reflect on information in order to focus on the developmental nature and unique characteristics of dual language learning                             |
| <b>ACTION 5</b>  | Apply information gathered about dual language learners: their cultures, how they use language, their language development, strengths, and resources                       |
| <b>ACTION 6</b>  | Observe dual language learners' language use and development in a variety of routines and learning experiences throughout the day in all early care and education settings |
| <b>ACTION 7</b>  | Connect language standards with early learning standards and guidelines to make curriculum accessible and meaningful for dual language learners                            |
| <b>ACTION 8</b>  | Identify the developmentally appropriate academic language demands of routines, social interactions, and learning experiences  |
| <b>ACTION 9</b>  | Design language learning experiences with consideration for the sociocultural context  |
| <b>ACTION 10</b> | Provide opportunities for all dual language learners to engage in higher level thinking  |
| <b>ACTION 11</b> | Identify the purpose of the language used during routines and learning experiences   |
| <b>ACTION 12</b> | Plan for language teaching and learning within specific areas of development and learning  |
| <b>ACTION 13</b> | Use language supports to help scaffold language development and learning   |
| <b>ACTION 14</b> | Provide multiple and meaningful opportunities for dual language learners to use their languages  |

Source: WIDA. (2015). *Promising Practices: An Overview of Essential Actions to Support Dual Language Development in Early Care and Education Settings*. Page 7.

## Developmentally Appropriate Academic Language

The receptive and expressive language required to fully participate in an early care and education (ECE) program that entails age-appropriate understanding of the social, instructional, and academic language of concept development used within an ECE environment; revolves around meaningful application of specific criteria related to Linguistic Complexity at the discourse level, and Language Usage at the word/phrase and sentence levels within the particular context in which communication occurs.

*WIDA, Promising Practices, 2015*

## Sociocultural Context

The association of language with the culture and society in which it is used; during the early years; this includes family's sociocultural context for language use and the relationships with adults in ECE and community environments in which children develop language.

*WIDA, Promising Practices, 2015*

## Can Do Philosophy

"Linguistically and culturally diverse learners, in particular, bring a unique set of assets that have the potential to enrich the experiences of all learners and educators. As these young children and students learn additional languages, educators can draw on these assets for the benefit of both the learners themselves and for everyone in the community. By focusing on what language learner can do, we send a powerful message that students from diverse linguistic, cultural, and experiential backgrounds contribute to the vibrancy of our early childhood programs and K–12 schools."

*WIDA, Can Do Philosophy, 2014*

|   |  |
|---|--|
| What does linguistically and culturally diverse mean to you?  |  |
| How might a can do mindset impact the way that we interpret and talk about data for dual language learners? |  |
| How is a can do mindset currently applied in your setting when focusing on dual language learners?          |  |



**Observation is....**

**Language Observation is...**

Sample Observation Tool

Child's name/age: \_\_\_\_\_ Date: \_\_\_\_\_ Observer: \_\_\_\_\_ Learning area/Topic: \_\_\_\_\_

Participants: \_\_\_\_\_ Summary of interaction: \_\_\_\_\_

| Activity                                  | Interaction (Roles)                                | Participation (Key Use)  | Resources   |
|---|--|--|---|
| <input type="checkbox"/> Meal time        | <input type="checkbox"/> Listens only              | <input type="checkbox"/> Express self  | <i>What is available and what does the child access?</i>  |
| <input type="checkbox"/> Transition       | <input type="checkbox"/> Initiates conversation    | <ul style="list-style-type: none"> <li>• Express feelings, needs, wants</li> <li>• Negotiate and invite</li> <li>• Express awareness of rules</li> </ul> |   |
| <input type="checkbox"/> Teacher-directed | <input type="checkbox"/> Shares ideas              |  |   |
| <input type="checkbox"/> Routines         | <input type="checkbox"/> Responds to questions     | <input type="checkbox"/> Recount   | <ul style="list-style-type: none"> <li>• Share past events; retell stories; describe things, routines, events</li> </ul>                  |
| <input type="checkbox"/> Child-directed   | <input type="checkbox"/> Asks for clarification    |  |   |
| <input type="checkbox"/> Large group      | <input type="checkbox"/> Asks for permission       |  |   |
| <input type="checkbox"/> Outdoor play     | <input type="checkbox"/> Negotiates/problem-solves |  |   |
| <input type="checkbox"/> Small group      | <input type="checkbox"/> _____                     | <input type="checkbox"/> Inquire   | <ul style="list-style-type: none"> <li>• Wonder about the world</li> <li>• Hypothesize and question; engage in problem-solving</li> </ul> |
| <input type="checkbox"/> Other:           |  |  |   |

**Language child can understand (receptive):**  
*Please record both the language the child hears and his/her response:*  
 Word/phrase     Sentence     Connected Sentences

**Language the child can use (expressive):**  
*Please record language you hear the child use:*  
 Word/phrase     Sentence     Connected Sentences

**Notes:**

**Reflection:**

## **Observing: Getting to Know the Child**

**How can I collect evidence to inform my instruction?**

**How can I analyze and interpret information about a child's learning and language use to inform my instruction?**

Reflection Questions:

1. For what purposes does the child use language in my classroom? (See WIDA Key Uses for examples of purposes)
2. What role(s) does the child take? Does the child seem comfortable with this role? Is the role "assigned" to the child or does the child choose the role? Is there a relationship between the roles the child takes and the child's language competencies? If so, what is this relationship?
3. What language can the child use independently? What language do I think the child is ready to try using?
4. What language can the child understand and what language is the child ready to hear and understand?
5. What are some things I will attend to in order to support the learning and language development for this child?





**Instruction is....**

**Language Instruction is...**

## Reflection and Planning Tool

| Language Focus  | Child   | Curriculum Area  | Activities   |
|---|---|--|--|
| <p><b>Participation</b></p> <ul style="list-style-type: none"> <li>For what purposes is the child using language already?</li> <li>What is an area of growth in terms of participation that fits with the content of my instruction?</li> </ul>                                     | <p>Demonstrated uses of language:</p> <p>Area of growth:</p>  | <p>Opportunities for participation for all children:</p> <p>Targeted participation for _____(focus child):</p> | <p>Encouraged participation for all children:</p> <p>Encouraged participation for focus child:</p> <p>Plan:</p> <p>Family Connection/Future Learning and Language Extension:</p> |
| <p><b>Language Interaction</b></p> <ul style="list-style-type: none"> <li>What roles is the child comfortable taking on during language interactions?</li> <li>What is an area of growth in terms of language interactions that fits with the content of my instruction?</li> </ul> | <p>Roles child currently takes:</p> <p>Areas of growth:</p>   | <p>Encouraged roles for all children:</p> <p>Encouraged roles for focus child:</p>                             | <p>Encouraged roles for all children:</p> <p>Encouraged roles for focus child:</p> <p>Plan:</p> <p>Family Connection/Future Learning and Language Extension:</p>                 |
| <p><b>Language Development</b></p> <ul style="list-style-type: none"> <li>How is the child currently using language?</li> <li>What is an area of growth in terms of language development that fits with the content of my assessment?</li> </ul>                                    | <p>Current language competencies:</p> <p>Areas of growth:</p> | <p>Opportunities for language development:</p> <p>Encouraged language use for focus child:</p>                 | <p>Opportunities for language development:</p> <p>Encouraged language use for focus child:</p> <p>Plan:</p> <p>Family Connection/Future Learning and Language Extension:</p>     |

## Teaching: Reflecting on My Instruction

What should I attend to during my teaching?

Reflection Questions

1. What area(s) of a child's language use should I attend to: participation, language interactions, and/or language development? What is the rationale for my focus?
2. How does my planning take into consideration what I already know about the child?
3. What am I learning about myself as a practitioner and about the child as a language user from the *in the moment* decisions I make?

**Notes:**

**Reflection:**

**1. What are your priorities for dual language learners?**

**2. What challenges do you see in your own work?**

**3. What opportunities do you see in your own work?**