Pre K Dual Language Learner Program
Instructional Coaching: Building Capacity

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San Francisco Unified School District
Early Education Department
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SFUSD Early Education Department
2016 - 2017

❖ 82 Pre Kindergarten Classrooms
   * 23 classrooms are Inclusion
   * 14 classrooms are SDC
   * 10 classrooms are DLL

❖ 23 Transitional Kindergarten Classrooms
   * 2 classrooms are SDC
Instructional Coaching Development in the Early Education Department

Then (2010 - 2012)

- We were called the Child Development Program
- We had less than 70 PK classrooms to support
- We had only 4 program specialists
- We had a teacher from every PK site identified as an instructional coach
- We incorporated the 7 partnership principles as developed by Jim Knight re: equality, choice, voice, dialogue, reflection, praxis, and reciprocity


- We are now known as the Early Education Department
- We now support 105 classrooms
- We have 12 Instructional Coaches and 7 Family Support Specialists
- Every PK and TK classroom has an Instructional Coach from EED
- We began a professional development relationship with New Teacher Center in 2013 re: coaching, and plan to continue growing this support to infinity and beyond!
Who are Young Dual Language Learners?

- Children ages birth to five years, who are learning more than one language.

- They are also called “English Learners” or “ELs”.
SFUSD English Learners (Dual Language Learners)

◆ Over 15,500 English Learner students
◆ 62 languages represented in the District’s EL population
◆ Largest language groups - Cantonese (over 5100) and Spanish (over 6600)
◆ Over 2220 ELs are also receiving Special Education services.
Children’s identities and senses of self are inextricably linked to the language they speak and the culture to which they have been socialized.

- Dr. Linda Espinoza
Research indicates that instructional programs work when they provide opportunities for students to develop proficiency in their first language. …Language-minority students instructed in their native language as well as English perform better, …on measures of English reading proficiency than language-minority students instructed only in English.

- Dr. Diane August
Access to Effective Learning

To maximize English Learner access to a quality education, SFUSD provides the following for our DLL Preschoolers.

- Dual Language Learner Program - 6 Spanish classrooms AND 4 Cantonese classrooms
- First Five / Preschool For All (PFA) - Coaching
- Alignment with the CBOs PreK
Timeline of the SFUSD/EED Dual Language Learner Program

- **2013 – 2014:** Launch of Four Spanish DLL /PreK Classrooms and *Launch of DLL PLC*
- **2014 – 2015:** Launch of Four Cantonese DLL/PreK Classrooms
  - Launch of Two Spanish TK DLL Classrooms
- **2015 – 2016:** 4 Spanish DLL PK, 1 TK/ 4 Cantonese PreK
- **2016-2017:** Launch of Two Spanish DLL PreK/ no TK

* Dr. Sharon Cronin and Team from Center for Linguistic and Cultural Democracy provide support bi-annually, with reference to the Soy Bilingue Framework for Spanish and Cantonese DLL classrooms
Timeline of the SFUSD/EED Dual Language Learner Program Coaching Support

- 2013 – 2014: Launch of Four Spanish DLL /PreK Classrooms
  * Launch of DLL PLC

* Dr. Sharon Cronin and Team from Center for Linguistic and Cultural Democracy provide support bi-annually, with reference to the Soy Bilingue Framework for Spanish and Cantonese DLL classrooms
Timeline of the SFUSD/EED Dual Language Learner Program Coaching Support

- Set Norms in our PLC
- 5 Principles for DLL program
- Getting to understand DLL program structure (schedule/time percentage/teaching materials)
- Teacher share their work
- 2 site Visits
Timeline of the SFUSD/EED Dual Language Learner Program Coaching Support

- **2014 – 2015: Launch of Four Cantonese DLL/PreK Classrooms**

  **Classroom coaching:**
  
  Follow-up on Teaching strategies (PLC ideas)

  **Selective Scripting/ CAL**

  **PLC (Six Total):**

  - 2- Dr. Cronin (based on Soy Bilingue)
  
  - 2- DLL Coach (based on Classroom Observation/ Teaching Strategies, work share)

  **2 Site Visits**
Observer: Penelope Ho

Grade Level / Subject Area: Prek

Date: 09/28/2016

Clarify goals for student learning, the content and the context for the lesson

- How to be a good friend.

Surface knowledge about students

- Ss were able to list a few ways to be a good friend. (sharing, take turns)
  - Some Ss do not know how to play with others yet.

Determine evidence of success and student learning

- Ss will tell me different ways to be a good friend

Explore planning

- Begin by reviewing with Ss ways to be a good friend and record on chart paper.
  - Show Ss photos on how they are being friendly with one another at school and relate to 3 Bees. (respectful, sharing, team work)

Summarize and identify focus for data collection

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Selective Scripting

Emma  The Big Hungry Bear
Interactive Read aloud 2x Comprehension

Teacher explains the use of equity sticks.

Who can tell me what this is?  Back of the book
And what is this?  Front of the book
What is this?  Front of book
Tasked st to use TPR to relate the position on body
Strawberry and a mouse
Hungry (Vivian) hungry mouse
You see a hungry mouse of hungry something big
Remember what you all this?  Title of the book

Is the mouse scared or happy?  He is going to the...

How do you think he is going to pick it?  Strawberry

T reads... Do you think he heard it, or haven’t heard it?

He’s kinda... shocked       Happy...

What is he doing?  Pulling... Pulling the strawberry

Kevin, which one is bigger?  Strawberry

so which one is bigger?  Strawberry

T pulls gesture  Size pulls joined in

The mouse went down... do you think he want to

Why you think he wants to be quiet  Because the hungry bear is going to eat...

So do you think he should share?  No

DO you think the mouse should share the

strawberry with the bear?  No

Then why do you want Ms Emma to share with

you?  I have candy in the locker

T reads (broom broom...)  4 boys was hand to tap on ground making sound

of bear as T reads (slalom)

Is he carrying on the front or back?  Back

And what is the mouse doing  He mouse pulls the strawberry under the rock

This covering the strawberry under the rock and...

do you think it is going to be safe?  No, because you could still a little bit

Its out

SO if the bear is stomping to the mouse, he could still see the strawberry

Who’s guarding the strawberry now?  Jonathan.  A lock

Does anyone what that is this?  A chain

And who has the key

Its a small shiny key

Uh oh, he is disguise

What is “disguise” John?  Eye glasses and a nose and mustache
## Selective Scripting

### Lesson Topic:
Math

### Observation Focus:
Math Talk: Number Sense

### Content Standard:
PLF 1.3 identify without counting the number of objects in a collection of up to three objects. (subitize)

### Teaching Standard:

### Mode:
Observation

#### Time |
--- |
9:37 |

#### Teacher

Last time we used other things to represent numbers. T writes "6". But there's another way, are you ready?

#### Students

| 5 pumpkins (Wilson) |
| W counted |
| 5 (all children) |

#### Time |
--- |
9:48 |

#### Teacher

This is also the number 5? (5 dots like dice) Why do you say that. Oh he said... how many dots did he say?

#### Students

1 all children it's like one ice-cream
Collaborative Assessment Log (CAL)

Teacher's Name: Daisy Chan

Grade and Focus: PreK DLL

Date: 9/22/14
Coach's Name: Penelope Ho

What's been going well? Successes?

What happened?

Any concerns? What didn't go so well?

What happened?

Daisy would like to know if there is anything he would need to improve in terms of her classroom environment.

Was not able to find the unit of study for exact CD.

Teacher's Next Steps

Daisy and her team of teachers aware in the written format in books vs. oral story telling

Bring GUESS results for discussion

Coach's Next Steps

Penelope will visit the classroom again and see if it needs more materials using NCKCD.

Find out link to Math CD

Next Meeting Time: Environment

Focus:
Early Education DLL PLC Norms
Be fully present. Equity of voice. Speak your truth. Listen with respect.

Focus for the day:
What does it mean to be Kindergarten Ready for Dual Language Learners? And in what ways does child curiosity, wonder, and following the children’s interests support L1 and L2 development?

Cultural Opening: Traditional Puerto Rican Bomba at School

L1 Development: ASQ Age and Stages Questionnaire

Break

L2 Development: Supporting Expressive Language

Lunch

Cultural Opening: Chinese Dance for children

Cantonese Circle Time Ideas from Man Wai Chiu

Break

Small Group Time Ideas from Man Wai Chiu

End of Day/ Evaluation
Timeline of the SFUSD/EED Dual Language Learner Program Coaching Support

2015 – 2016: 4 Spanish PreK
   1 Spanish TK
   4 Cantonese PreK

Classroom coaching:
Team/ Individual Coaching
(Selective Scripting/video/ observation tools/ CAL)

PLC (Six Total):
2- Dr. Cronin (based on Soy Bilingue)
2- DLL Coach (based on Language Acquisition Theory, PFA, Teacher Leading 1 part)
2 Peer Visits
Peer Visit Debrief

Cindy and Ping visit Daisy’s Room
Tuesday 11/17/2015

What we like:
Environment

- Children’s names are everywhere (easy for them to recognize their own names and see other’s names
- Pictures (number of students) for the centers
- Velcro story book
- Word and picture cards on ring
- Ss work and pictures on the back of the low shelves
- Furniture where we can use Velcro to keep the labels on
- Magnetic back of bookshelf (students play with magnetic shapes)

Instruction

- Jenifer used magnets to sort colors, letter and compared and contrasted upper and lower case letters. Encouraged students to spell out names
- Daisy asked a lot of “Why” questions during the story
- Circle time is kept within 20 minutes

What we wonder:

- If you can have 5 students play in the block area instead of 4 since it is a big area and many students like to be there.
- How often do students use the listening area and the library? (We didn’t see anyone go in there today.)
- Can you put the listening area in the library (combine it)?
- If the traffic will be different if you add individual activities at the quiet/private area. We tried that in our classroom and more students will go there to try out the activity.
Timeline of the SFUSD/EED Dual Language Learner Program Coaching Support

2016 – 2017: 6 Spanish PreK
4 Cantonese PreK

Classroom coaching:
Follow-up on Teaching strategies (Teacher lead/idea)
Pre/ Post Observation Conference/ CAL

PLC (Five Total):
3- DLL Coach (based on Teacher feedback, Teacher Leading 50%)
2 - Peer / Site Visits
**Teacher’s Name:** Daisy Chan, Fay Fung, Jennifer Yeh  
**Grade and Focus:**  
**Check-in:**  

**Date:** 10/25/2016 @ 9:50-1:00pm  
**Coach’s Name:** Penelope

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### What are some successes?

- Faye did snowman art activity. And enjoyed the activity very much since the students were able to come up with different ideas and materials to make the snowman.

### Inclusion lesson vocab:

- **Different**
- **Similar**
- **Alike and diversity**, helping, inclusion.
- Children build a hospital with blocks and added disabled people and professional people and medical toys.

### "How do they look same? Different?" Children will observe and compare the 2 children standing in front of class.

### Turn and talk:

Children are better and sharing, and think about the topic.

### Project:

- The students like to sing the new songs (vehicles).
- We notice restroom time is best time to teach songs.
- Students are picking up new words.
- They learn how to spell some words (truck, train, etc)

### Pointing out the alphabets in the song helps then recognize the letters better because it’s more authentic [they want to read it to sing].

- Comparing vehicles (the make of the car, colors)
- Continue to do bar and pie graphs.

### In general students have improved in expressing verbally in their logical reasoning.

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<thead>
<tr>
<th>Teacher’s Next Steps</th>
<th>Coach’s Next Steps</th>
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| How to include inclusion in project? (neighborhood walk/ pictures or videos)  
- Bus lower for people with wheel chair  
- Car modified to drive only by hand.  
- Traffic light makes sounds  
- Talk about electric car or hybrid car  
- Parent bring Prius. | Songs  
Data for class |
DLL PLC January 18, 2017

Agenda

Connector

Enrollment Discussion

Classroom Projects

Lunch

New Learning: Turn and Talk

Problem of Practice

Work Time

Closure
Challenges we have had and challenges we may encounter going forward

- Hiring of Coaches
- Retaining teachers
- Hiring qualified teachers
- Getting subs for PD days
- Funding
What are your next steps in your work in supporting DLL?
(Post-it on chart paper)

How has your thinking changed?
Before the session I thought............
Now , I think.............
Questions?
Goodbye!