

EDUCARE W. CHICAGO

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1. Language Allocation

Children's home language will be recognized, honored, and developed. This implies that:

- Knowing more than one language is considered an asset
- Intentionality in care-giving and instruction is necessary so that both languages are fully developed and supported
- The language allocation models are implemented with fidelity and are responsive to the language and learning needs of each individual child.
- Language (L1 & L2), cognitive and socio-emotional goals are appropriate to the ages and developmental level of the children.
- There is an explicit connection between goals and the 'language of' those goals in both languages in the implementation of care giving and classroom best practices.
- The language allocation will be considered explicitly during planning, instruction and care giving and assessment.

2. Relationship with parents and families

Teachers and families will work in a collaborative and evenly balanced partnership where both partners fully understand, actively participate and agree on the identification and implementation of language and cognitive goals. This implies that:

- Families are considered as sources of knowledge and experiences that can be capitalized in support of the development of both languages.
- Teachers and families have a clear understanding of the importance of home language development and the role it plays in second language acquisition and learning.
- The needs of families will be identified in collaboration with staff and initiatives that respond to those needs will be implemented within the context of fostering a strong sense of community and common purpose. (i.e. ESL classes, Plazas Comunitarias, GED, etc.)

3. Monitoring and evaluating the model's effectiveness

Administrators, teachers, staff and families will collaborate in the development and implementation of a system to monitor and evaluate the effectiveness of the model. Changes of the model will happen in accordance to data and with input from all stakeholders. This implies that:

- Children's progress in both languages will be monitored through formal and informal assessments. (i.e. Teaching Strategies Gold, parent ratings)
- Children's progress in all areas of development will be sensitive to the second language learning process.

- The culture of the classroom interactions will be monitored and evaluated. (i.e. Are children segregated based on language use? What are the children's attitudes toward using two languages?)
- Parents provide feedback regarding the model's effectiveness.

4. Collaboration with feeder districts

Two-way communication is critical to fostering continuity and stability in language and learning goals, curricula and pedagogy; and maximizes successful transition to formal schooling when children go to kindergarten. This implies that:

- Regular meetings with feeder districts will be held.
- System level information will be shared. (i.e. Home language survey, alignment of curriculum to state Illinois Early Learning Guidelines and Standards, etc.)
- A transition plan will be jointly developed.
- A collaborative problem solving approach will be used to address areas of concern.

5. Training, supervision and professional development

A model for training, supervising and providing ongoing professional development will be developed to sustain the application of these principles for educating dual language learners.

This implies that:

- The principles will be utilized during reflective supervision time with lead teachers and administrators.
- The Ideas that support these principles will be included during lesson sharing meetings.
- That lesson plans will include differentiation ideas to address both first and second language needs across the day.
- These principles will be reviewed annually and within the context of additional trainings as appropriate.