

True/False

Statement	Notes
1. Learning language skills are critical in early learning, and should be a priority for all teachers.	
2. Learning two languages is confusing and impairs a person's ability to learn.	
3. Bilingualism improves cognition, such as focus, attention to tasks, and switching between tasks.	
4. The more one hears a language, the more quickly one learns the language.	
5. Teachers should always correct the language mistakes a child makes.	
6. Teachers should recommend that families prioritize speaking English at home to support English language development in their children.	
<ul style="list-style-type: none"> • <i>What are some facts about English learners that teachers need to know?</i> • <i>What should all early learning teachers know about supporting language development for all students?</i> • <i>What are implications for your coaching practice?</i> 	

Facilitative Coaching Stems

Paraphrasing

- So....
- Let me make sure I understand...
- In other words...it sounds like...

Clarifying

- Could you tell me more about...?
- Tell me what you mean by...
- Could you give me an example...?
- How is that different from....?

Interpreting

- What you are describing could mean...
- Could it be that what you are saying is...?
- Is it possible that...?
- From what you are telling me, it appears that...

Mediating

- What criteria do you use to...?
- What might happen if...?
- How would it look...?
- What is the impact of ... on students...?
- What sort of impact do you think it would have if you...?

Summarizing

- You have stated that your goal is...
- Let's review the key points in our discussion...
- This is my understanding of what you have decided to do.
- Tell me if I am correct.
- So this is what you've agreed to try...

Language Scenarios

Choose one of the following scenarios or a scenario from your own experience.

- You observe a teacher as she reads *Caps for Sale* to the class. She pauses to ask, “why does the peddler decide to go for a walk in the country?” Many students do not respond. One child says, “He likes peddling on his bike.” Another child says, “Because he has too many hats.”
- You are working with an organization that has a large population of English learners. They are frustrated that their quality rating isn’t higher in the areas of “Child Development” and “School Readiness and Teachers and Teaching.” When asked how they are addressing the specific needs of English Learners, their answers seem to focus on policy rather than classroom practices.
- Mia and Oscar are working on puzzles. Mia is talking to herself in English as she tries different pieces in different places. Oscar is not talking. He joined the class last month when his family arrived from Mexico and he is just beginning to learn English. As you and his teacher watch him, she says she’s not sure how to support him because he’s so quiet.
- A director has noted that her teachers report several of their English learners have been struggling in the classroom and rarely speak. The teachers mention they are frustrated as they hear the children talking on the playground, but they are never willing to participate in large group time.
- A new teacher mentions that veteran colleagues have advised her to insist on “English only” in the classroom, though she often provides scaffolding in her students’ native language. She mentions that the other teachers told her the speaking and listening standards require speaking English. They say she is confusing her students by using her/their native language.

Scenario Discussion

Discuss one or more of the given scenarios or use your own.

Scenario Summary:
Desired approach:
Information/knowledge/mindset to support that approach:
Possible language/entry point:

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