

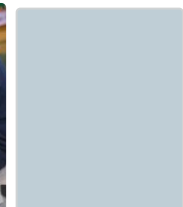


# The Changing Face of America – Supporting Culturally & Linguistically Diverse Children

Partnership for Early  
Education Research -  
Early Childhood  
Education Conference

Bridgeport, CT  
May 24, 2016

Michael L. López, Ph.D.  
Abt Associates



# Overview of today's presentation



- The changing population demographics
- “Unpacking” Hispanic diversity
- What do we know about DLL instructional practices?
- Assessing culturally & linguistically diverse children within an era of accountability
- The critical importance of family engagement

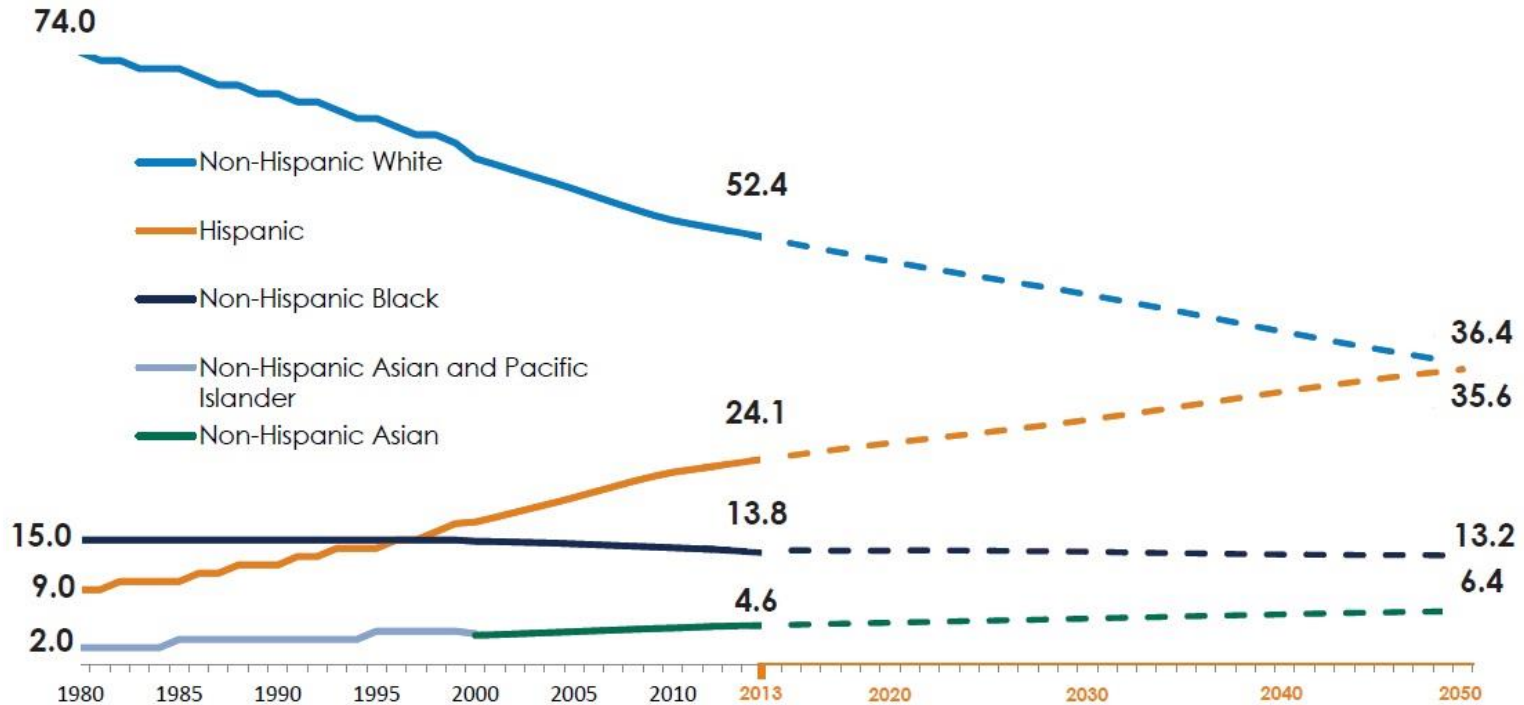
# Overall U.S. Population Growth Driven by Hispanic Growth



- The 2010 Census counted 50.5 million Hispanics in the United States.
- Between 2000 and 2010, the nation's Hispanic population grew from 12.5% to 16.3% of the total population, an increase of 43%.
- Hispanic population growth represented over half (56%) of the nation's growth.

Source: <http://www.pewhispanic.org/2011/03/24/hispanics-account-for-more-than-half-of-nations-growth-in-past-decade/>

# Percent of U.S. Children by race/Hispanic origin. 1980-2013 & projected 2014-2050



Hispanics can be of any race. All race/Hispanic origin data are self-reported.

Source: Federal Interagency Forum on Child and Family Statistics. (2014). America's Children: Key National Indicators of Well-Being, 2014, Tables POP1 and POP3. Federal Interagency Forum on Child and Family Statistics, Washington, DC: U.S. Government Printing Office. <http://www.childstats.gov/americaschildren/tables.asp>.



Source: <http://www.childtrends.org/hispanic-institute/publications/>

# Diversity *Within* the Hispanic Population



- Hispanics are one of the most diverse racial/ethnic groups
- Understanding this diversity is important to inform program and policy discussions



# “Unpacking” Hispanic Diversity



1. Hispanic ancestry/heritage
2. Country of birth
3. Parent country of birth
4. U.S. citizenship
5. Time in the U.S.
6. Language(s) spoken at home
7. English speaking proficiency
8. Literacy in any language
9. Highest educational level outside of the U.S.
10. Legal residency

Source:

[http://www.acf.hhs.gov/sites/default/files/opre/brief\\_survey\\_data\\_to\\_unpack\\_hispanic\\_final\\_03\\_27\\_2014.pdf](http://www.acf.hhs.gov/sites/default/files/opre/brief_survey_data_to_unpack_hispanic_final_03_27_2014.pdf)

# Characteristics of Hispanic Population



- The vast majority of Hispanic children are U.S. born, although the immigrant experience is a reality for many.
- Roughly half (53%) have at least one parent who is foreign-born.
- Almost three-quarters (74%) speak a language other than English at home.

# CT Example: Norwalk Student & Teacher Demographics



## Norwalk Student and Teacher Demographics

	Students <sup>1</sup>	Teachers <sup>2</sup>
White	35.0%	87.0%
African-American	17.2%	4.9%
Hispanic	<b>40.5%</b>	7.1%
Asian	5.5%	1.0%
Native American	0.1%	0.0%
English Language Learner	<b>11.8%</b>	-
Special Education	11.7%	-

Sources: <sup>1</sup>U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey", 2012-13 v.1a.

<sup>2</sup>Connecticut State Department of Education, Connecticut Education Data and Research (CEDaR), "CEDaR Data Tables 2012-2013."



# Why focus on Dual Language Learners?



# Why focus on Dual Language Learners?



## Rapidly Increasing Numbers of Children who are DLLs in Early Childhood Programs

- Head Start: 38% Hispanic\*
- Hispanic population growth corresponds with increase in number of Dual Language Learners\*\*\*
- Historically, lower utilization rates of different types of early care and education programs

\*HHS, 2015

\*\*Federal Interagency Forum on Child & Family Statistics, 2012

\*\*\*DeNavas-Walt, Proctor, Smith, 2010



# Why Focus on Dual Language Learners?



## Why A Heightened Focus on DLL Learning Needs?

- Latino children are more likely than non-Latino children to enroll in lower quality programs\*\*
- CLASS Instructional Support with DLLs 1.9 (2.88)\*\*
- At Kindergarten entry, disadvantaged in comparison to White & African American children in pre-reading & mathematics skills\*\*\*

*\*Bumgarner & Brooks-Gunn, 2015*

*\*\*Head Start Congressional Report, 2013*

*\*\*\*Child Trends, 2012*



# What Do We know About Effective Approaches DLLs?



# What Do We know About Effective Approaches DLLs?



## Findings from Prior DLL research syntheses:

- National Literacy Panel (NLP) - *Developing Literacy in Second-Language Learners: Report of the National Literacy Panel on Language-Minority Children and Youth*
- Center for Research on Education, Diversity, and Excellence (CREDE) - *Educating English Language Learners*
- National Academies of Sciences: Report on Fostering the Success of DLLs, Birth to 18 (*in process*)
- Also: Francis, Lesaux & August, 2006; Rolstad, Mahoney & Glass, 2005; Slavin & Cheung, 2005;

# What do we know about effective approaches with DLLs?



- **Curriculum and Instructional Practices**
  - Supportive and organized environment
  - Positive teacher-child Interactions
  - Opportunities for peer interactions
  - Strategic use of first language
  - Explicit vocabulary instruction
  - Assessment in first and second languages
  - Small-group and one-to one activities
- **Program Characteristics**
  - Structural & Process quality
- **Teacher Knowledge and Skills**
  - Structural aspects of language development
  - Culture and its link to language development
  - Effective instructional practices for DLLs
  - Effective assessment for DLLs
  - Teacher's role
- **Family Engagement**



*Defining and Measuring Quality in Early Childhood Practices that Promote Dual Language Learners' Development and Learning (Castro, Espinosa, Paez, 2011)*

# Key Findings From the Syntheses\*



1. Typical components of effective instruction generally apply to English learners, as well – “*Good quality is good quality*”.
2. Teaching children to read in L1 promotes achievement in L2.
  1. Language of instruction
  2. Transfer of literacy skills
3. Explicit vocabulary instruction is important.
4. Accommodations are necessary, primarily due to language limitations.



\* Based on Goldenberg (2008) summary of the findings from the National Literacy Panel and Center for Research on Education, Diversity, and Excellence (CREDE)

# Some Qualifications....



- Many promising ideas for promoting achievement (esp. in literacy) for ELLs
- Not yet overwhelming consensus, with small to modest effects, at best, in different areas.
- Also, less data on the effects of instructional adjustments on ELLs' achievement
- Too few studies to make determinations in any one area (e.g., relative effects of different ways to teach comprehension)





Assessing Culturally &  
Linguistically Diverse  
Children & Families  
Within an Era of  
Accountability



# “Setting the Stage” - Accountability & Diversity



- Recent dramatic growth in preschool enrollment, including a dramatic growth in diversity of the population.
- Growing emphasis on accountability systems
  - Early learning standards
  - Assessments
  - Program quality standards & quality rating systems
- Various approaches developed to assess programs, children’s classroom experiences & outcomes.
- Need to build an integrated system of assessments that are aligned with standards & curriculum focus.
- Critical to consider DLL issues at every step.



# Early Childhood Accountability – Through a “DLL Lens”



- Early Learning Standards (and alignment with instructional practices)
- Increased emphasis on the role of assessments
  - Different purposes of assessments
  - Different types of assessments



# Increased Emphasis on the Role of Assessments



- Growth in ECE programs & greater emphasis on development of accountability systems to examine success in improving children's school readiness outcomes (Kallemeyn & DeStefano, 2009).
- Consistent federal, state, and local level emphasis on increased accountability of all publicly funded programs (Espinosa & López, 2007; National Association for the Education of Young Children [NAEYC], 2009; Padilla & Borsato, 2008; U.S. Department of Education, 2002).
- Net result has been a greater utilization of assessments to examine children's abilities and growth over time.

## Different purposes for assessments:



The National Education Goals Panel's - *Principles and Recommendations for Early Childhood Assessments*\*, identified four broad purposes for which early childhood assessments are used :

1. To promote learning & development of individual children,
2. To identify children with special needs & health conditions for intervention purposes
3. To monitor trends in programs & evaluate program effectiveness.
4. To obtain benchmark data for accountability purposes at the local, state & national level.

\*(Shepard, Kagan and Wurtz, 1998)

## Different types of assessments used for different purposes:



Some of the different types of assessments:

1. Standardized direct-child assessments (often administered by independent assessors).
2. Parent & Teacher ratings.
3. Teacher-administered assessments (including Kindergarten Readiness Assessments).
4. Observational assessments (including Quality Rating & Improvement Systems – QRIS).

# General Direct Child Measures & Measurement Considerations



- Assessments should capture domains of interest (e.g., those related to children's school readiness).
- Alignment with learning standards & curriculum.
- Indicator measures vs. in-depth assessments.
- Consider whether goal is to assess at one point in time, capture growth over time, or both?
- When selecting measures, careful attention must be paid to specific psychometric properties.

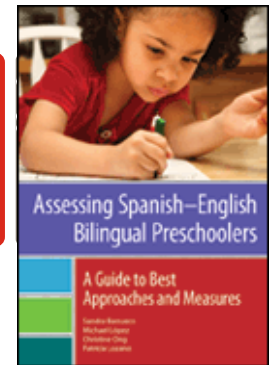
# DLL Assessment Considerations



- Considerable variability in DLL children's language development (both English & their home language)
- Language development is dynamic over time & varies as a function of many different influences.
- Important to be clear on specific purpose of assessment(s), especially with DLL children.



# Compendium of Measures for the Assessment of Young DLLs



- Purpose: Provide an independent review to assist teachers & researchers in selecting direct-child assessments.
- Focused on psychometric, linguistic & cultural properties of existing measures.
- Included direct language & literacy measures for use with Spanish-speaking preschoolers.
- Did not include parent report measures or teacher measures for instructional purposes.
- (Barrueco, López, Ong, & Lozano, 2012)

# 4 Key Features in ELL Assessment Development, Translation & Adaptation

(adapted from Bravo, 2003)



## 1. Content equivalence

- Are constructs & operational definitions pertinent for key cultural groups of interest?
- *How determined?* Lit review, Expert panel, Observations, Interviews, Focus Groups

## 2. Semantic & Cultural Equivalences of Item Translations

- How was the measure translated & subsequently adjusted?
- Upon translation, did items conform to *semantic* or *content* equivalents?
- *How translated?*
  - Translation/Back-Translation methods.
  - Substitution: culturally concordant items or construct equivalents.
  - Field Tests & Statistical analysis of item difficulty, order, etc.
  - Feedback from cultural informants: interviews, focus groups, panel comprised of community & experts.

# Key Features in DLL Assessment Development, Translation & Adaptation

(adapted from Bravo, 2003)



## 3. Standardization Sample

- Population, Sample, Representativeness, etc.
- Regions, Countries of Origin, Dialects, Bilingualism, etc.
- Size, Ages, etc.

## 4. Psychometric Equivalences

### ▪ Reliability

- e.g., Cronbach's; split-half; Test-retest; inter-rater

### ▪ Validity

- Face and Content
- Criterion (Concurrent, Predictive, Postdictive)
- Internal (Factor Analyses, Differential Item functioning, etc.)
- External/Nomological Net (Convergent, Divergent)

# Summary of ELL Measures Review



- Overwhelming majority of measures available for use with young Spanish-speaking children possess less than optimal basic reliability & validity characteristics.
- Few have thoroughly considered & engaged in necessary linguistic & cultural equivalence measurement development.
- Many more measures currently being developed for use with Spanish-speaking ELL/DLLs.

# Parent & Teacher Ratings



- Despite strides made with standardized measures, very little careful psychometric work done on parent/teacher measures examining their cultural and linguistic appropriateness, as well as related functioning with different relevant diverse groups.
- Also, issue of teacher cultural/linguistic background characteristics, as well as the “match”/”mismatch” with child characteristics.
- PKBS example

# Teacher Administered Assessments



- Increased emphasis on role of assessments, including Kindergarten Readiness Assessments.
- Some have cautioned against overreliance on use of decontextualized, standardized, norm-referenced measures when assessing young children, from diverse backgrounds (Duarte & Gutierrez, 2004; Santos, 2004; Trister-Dodge, Herman, Charles, & Maiorca, 2004).
- Alternative or instructionally embedded, authentic assessment approaches frequently praised for their ecological validity and authentic nature (Meisels, 1998; Wortham, 2001).

# Teacher Administered Assessments – Kindergarten Readiness Assessments



- Growing interest in development of school readiness assessments by states, especially with Race to the Top--Early Learning Challenge Grants.
- Many kindergarten readiness assessments generally based on teachers' observations of children's skills and abilities across multiple domains of development at the start of the kindergarten year. Most have utilized a state-designed assessment instrument or adapted from existing measure.
- RTT-ELC added greater emphasis on psychometrics, including appropriateness for use with ELLs.

# Teacher Administered Assessments



- With growth in teacher-administered assessments, growing concern about potential assessor variance or rater effects that may occur with use of such measures (Bennett, Gottesman, Rock, & Cerullo, 1993; Hoyt, 2000; Myford & Wolfe, 2003).
- As much as 37%–50% of variation in teacher assessment scores or observer ratings may be attributable to rater bias and/or measurement error as opposed to the child’s actual performance or behavior that it was intended to measure (Cote & Buckley, 1987; Hoyt & Kerns, 1999; Waterman, McDermott, Fantuzzo & Gadsen, 2012).



# Teacher Administered Assessments



- Even less work has examined the psychometric functioning of teacher-administered assessments with DLLs.
- In addition to the basic psychometric functioning, there's the question of the “*match*” between the cultural and/or linguistic background of the teacher and child?

# Observational Assessments & QRIS



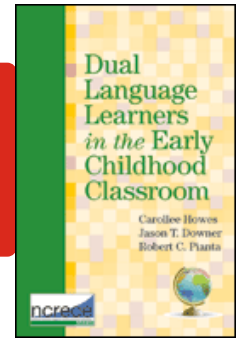
- Within the context of accountability movement, growth in the use of observational assessments to examine quality of classroom settings.
- Also, related growth in Quality Rating and Improvement Systems (QRIS), especially with Race to the Top-Early Learning Challenge funding.

# Observational Assessments & QRIS



- Many observational measures (e.g., CLASS, ECERS, etc.) not specifically designed to address issues related specifically to DLLs.
- Classroom level vs. individual level (also subgrouping issues).
- Overall quality vs. quality related to specific DLL instructional practices.

# Observational Assessments & QRIS



- Examination of functioning of CLASS within diverse classroom settings (Downer, López, Grimm, Hamagami, Pianta, & Howes, 2012).
- 2009 National Center for Research on Early Childhood Education (NCRECE) Leadership Symposium “Investigating the Classroom Experiences of Young Dual Language Learners” & related publication “*Dual Language Learners in the Early Childhood Classroom*”
- Research brief #5: Early care and education quality measures: A critical review of the research related to dual language learners (CECER-DLL, 2011). <http://cecerdll.fpg.unc.edu/>

# Assessment Summary & Recommendations



- Recent progress, but still more work needs to be done on development of appropriate assessments..
- Need to raise expectations to do a more comprehensive job with careful assessment work (measurement development, selection, analysis & reporting) the “new normal”...
- How to share information on specific assessment & analytic strategies.

# Family Engagement – An Essential Ingredient



# Family Engagement – An Essential Ingredient



- Parents are their children’s “first teachers”
- Play a critical role supporting home language development and bilingualism
- Valuable “partners” the help ensure continuity of learning across settings.
- Also potential valuable linguistic resource for teachers with limited home language abilities
- Critical to engage parents as partners
- Innovative models of parent involvement:
  - Abriendo Puertas
  - Academic Parent-Teacher Teams (APTT)



# Wrap Up



- The changing population demographics
- “Unpacking” Hispanic diversity
- What do we know about DLL instructional practices?
- Assessing culturally & linguistically diverse children within an era of accountability
- The critical importance of family engagement





# Thank you!

## The Changing Face of America – Supporting Culturally & Linguistically Diverse Children

PEER Early Childhood  
Education Conference

Bridgeport, CT

May 24, 2016

Michael L. López, Ph.D.

Abt Associates

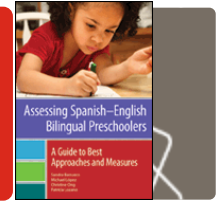


[Michael\\_Lopez@AbtAssoc.com](mailto:Michael_Lopez@AbtAssoc.com)

# Extra resources



# Select Resources Related to Assessment



- Barrueco, S., López, M.L., Ong, C., & Lozano, P. (2012). *Assessing Spanish-English Bilingual Preschoolers: A Guide to Best Approaches and Measures*. Brookes Publishing, Baltimore, MD.

(<http://www.brookespublishing.com/store/books/barrueco-72193/index.htm> )

- Espinosa, L. & López, M.L. (2007). *Assessment Considerations for Young English Language Learners Across Different Levels of Accountability*. Commissioned paper for First 5 LA and the Pew Charitable Trusts' Early Childhood Accountability Project.

- Ong, C., Lozano, P., López, M.L. & Barrueco, S. (2007). Making the Most of Assessment; What Every Practitioner Should Know About Assessing Young English Language Learners. Resource guide commissioned by First 5 LA

([http://www.first5la.org/files/Making\\_the\\_Most\\_of%20Assessment\\_5-20-08.pdf](http://www.first5la.org/files/Making_the_Most_of%20Assessment_5-20-08.pdf) )

# Select Resources Related to Assessment



- Snow, C. & Van Hemel S. (2008). Early Childhood Assessment: Why, What, and How? Report of the National Research Council of the National Academies, Committee on Developmental Outcomes and Assessments for Young Children. Washington, D.C.
- Taking Stock: Assessing and Improving Early Childhood Learning and Program Quality. Report of the National Early Childhood Accountability Task Force.
- Child Trends School Readiness Measures Compendium:  
[http://www.childtrends.org/Files//Child\\_Trends-2004\\_09\\_01\\_FR\\_ECMeasures.pdf](http://www.childtrends.org/Files//Child_Trends-2004_09_01_FR_ECMeasures.pdf)
- A Review of Methods & Instruments Used in State and Local School Readiness evaluations:  
[http://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL\\_2007004\\_boddy.pdf](http://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2007004_boddy.pdf)

# Select Resources Related to ELL/DLL Assessment



- Bravo, M. (2003) *Instrument Development; Cultural Adaptations for Ethnic Minority Research*. In Handbook of Racial & Ethnic Minority Psychology
- Peña, Elizabeth D. (2007) Lost in Translation: Methodological Considerations in Cross-Cultural Research *Child Development* 78 (4), 1255–1264.
- Spanish-Language Assessment for Dual Language Programs:  
<http://www.cal.org/twi/assessments.pdf>
- Key Issues and Questions in English Language Learners Literacy Research:  
[http://www.reading.org/downloads/resources/ELL\\_paper\\_071022.pdf](http://www.reading.org/downloads/resources/ELL_paper_071022.pdf)