



SEAL

Mission: All English Learners/Dual Language Learners in California learn, thrive and lead.

About SEAL



- Sobrato Family Foundation investment
- Pilot program started in 2008
- PreK-3 design
- Explicitly to address needs to English Learners
- Piloted in Redwood City and San Jose - three elementary sites and feeder preschools
- First round of replication began in Fall 2013
- Became 501c3 July 1, 2019



Goals

- Mastery of 21st century rigorous standards/expectations and **full** curriculum
- Children prepared for academic success in elementary schools and beyond
- High-level cognitive, language and literacy skills (including biliteracy where feasible)
- Confident, motivated, engaged, and **JOYFUL** learners

Definitions

- 
- Dual Language Learners: Young children whose home language is other than English and are learning a second language (English) while continuing to develop their first or home language
 - English Language Learners: The term used in K-12 for students whose English proficiency isn't sufficient for meaningful participation and success in an academic program taught in English
 - Emergent Bilinguals: All children who are developing two languages



Joyful, rigorous language and learning, and dual-language literacy.

PRACTICES

High-leverage, developmentally appropriate pedagogical practices are aligned across the preschool through elementary grades, and address the language demands of increasingly rigorous, grade level standards.

PILLARS

The Model coalesces around four pillars.

Focus on rich, powerful, precise, expressive and academic language throughout the curriculum

Creation of an affirming and enriched environment

Articulation across grades, and alignment of the preschool and elementary systems

Strong partnerships between families & schools

FOUNDATIONS

The Model combines best practices for English Learners with best practices for engaging all students in rigorous, interdisciplinary grade-level academic content.

Research on preventing the creation of long term English Learners

Enacting the research on effective English Learner practices

A thematic approach to meeting the demands of 21st century standards

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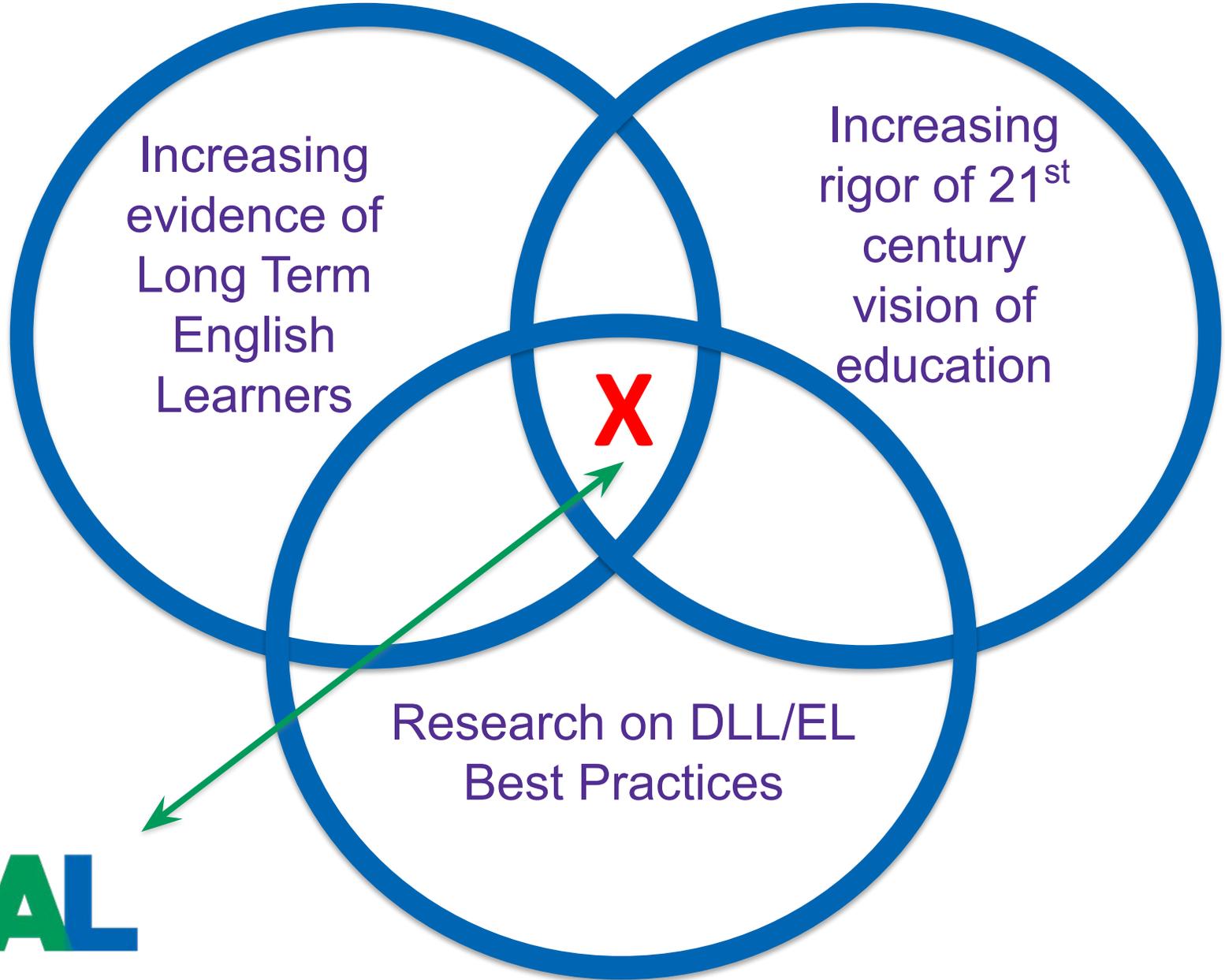
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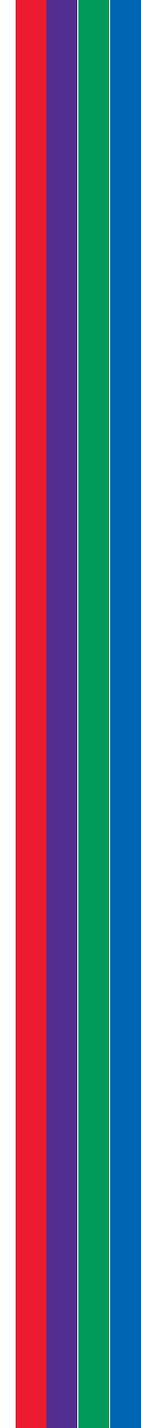
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Three Foundations



SEAL



Foundation 1: Preventing Long Term English Learners (LTEs)



Approximately HALF of English Learners who enter kindergarten become Long Term English Learners -- stuck at a level of basic oral proficiency in English but without the foundation in English to participate or success academically. They have often lost home language skills, and fall further and further behind academically each year.

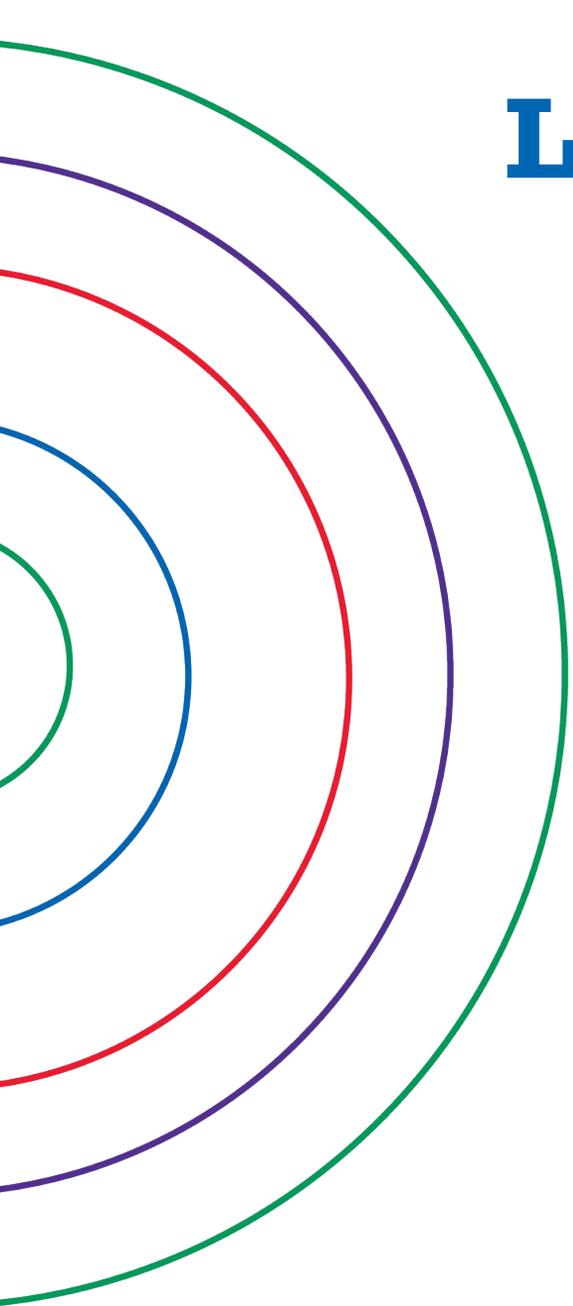
Contributing Conditions to LTEL...preschool on up

- Curriculum designed for Native English speakers – doesn't address language needs of ELLs/DLLs
- Lack of strategies to provide access to curriculum taught in language children don't know – and lack of intentional language development approach that supports second language development
- Neglect of home language
- Exposure to simplified, watered-down language
- Inadequate supports for participation – entrenched patterns of passivity, silence
- Narrowed curriculum – lack of enriched curriculum
- Starts early and effects exacerbate as move through grades

Foundation 2: Research on DLL/EL Practices

Seven Research Understandings:

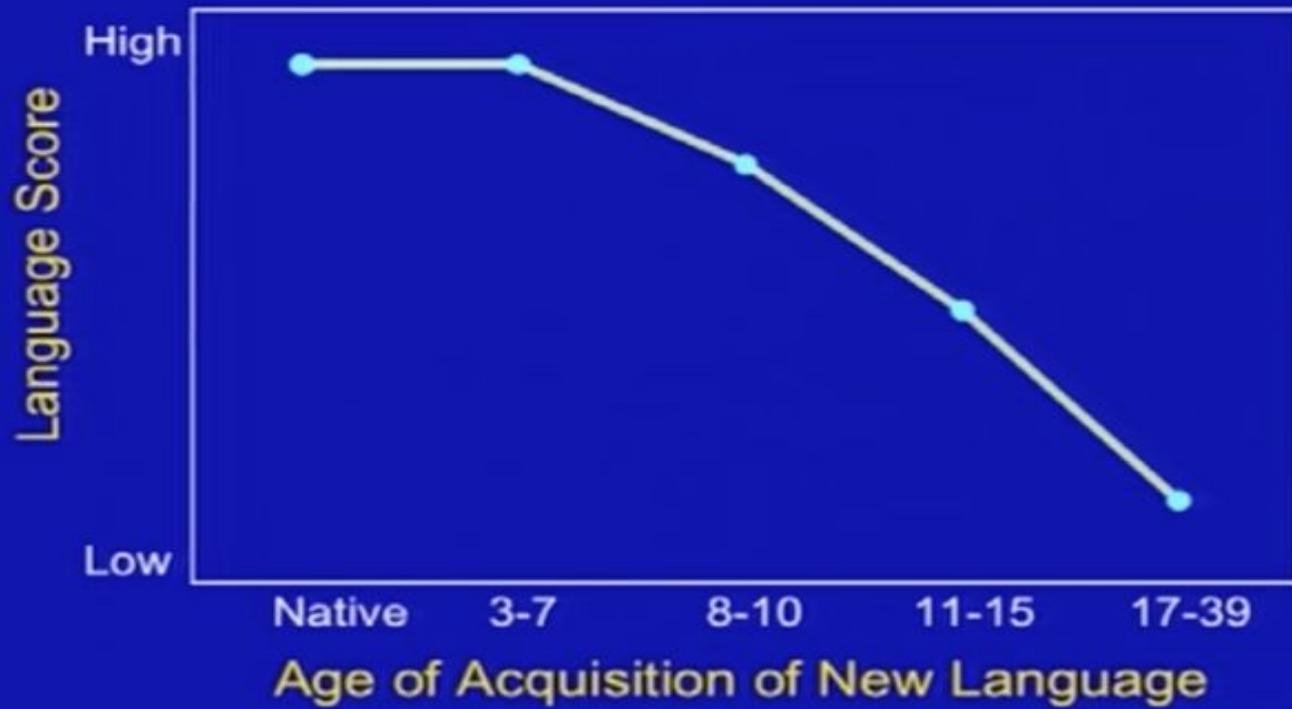
- Critical role of oral language
- Explicit focus on academic, complex language
- Language develops in context of interactive and engagement with people and the world – active, hands-on, project-based, exploratory/play based learning – and through integrated and thematic curriculum
- Need for intentional strategies for DLL/ELs
- Intentional planned dual language development approach providing simultaneous development (or support) of home language and English
- Strong home-school connections and teacher-family partnerships
- Socio-emotional learning, relationships, affirming environments affect development, motivation and participation in learning



Language Development for Dual Language Learners

- Development of both languages simultaneously is advantageous
- Early exposure to English can result in subtractive patterns of language loss – learning a second language should not come at expense of continued development of home language – sufficient exposure to **BOTH** languages is needed to reap benefits of bilingualism
- Ages 3-8 is optimal for developing near native like proficiency in multiple languages

The 'critical period' for language

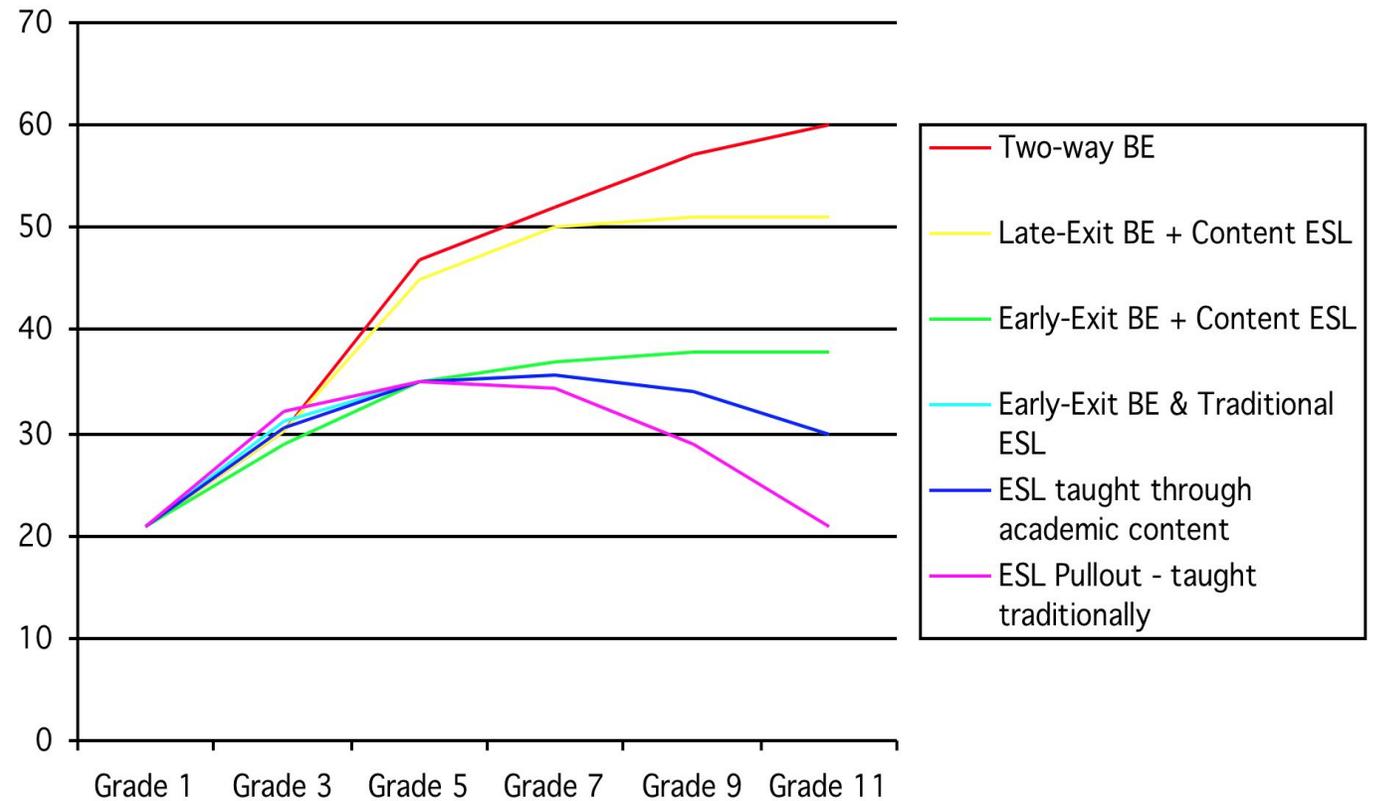


Intentional Planned Dual Language Program

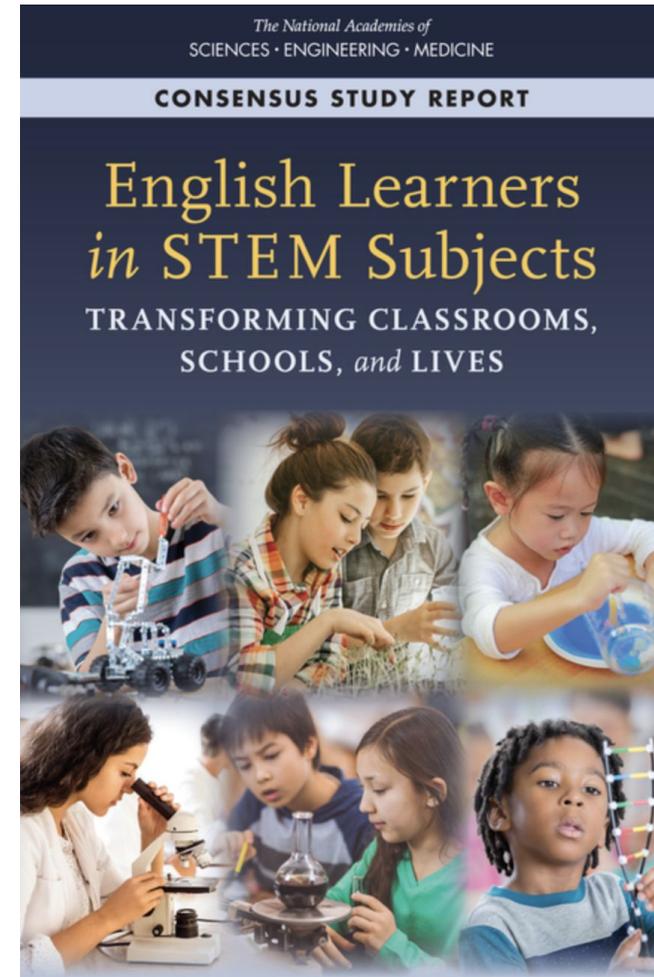
- All DLLs are learning through two languages, living in two language worlds, and both languages must be supported through intentional instruction and language interactions.
- Balanced approaches (Dual language) maintain and develop the home language while also promoting English
- Preschool DLLs need systematic exposure to English to prepare them for Kinder and beyond – AND ongoing support for home language maintenance and development.

Comparison Between EL Groups Over Time

Student Achievement On Standardized Tests in English
Reading Compared Across Six Program Models



Foundation 3: Rigors of 21st Century Vision for Education



Why is social studies and science thematic content so important in a SEAL preschool classroom?

“SEAL’s early education approach rests on respect for the *intellectual capacity of young children* and their hunger and drive to understand the world... and therefore we view the role of teachers as creating the rich content-full environment that nurtures that intellectual thirst, creates opportunities to learn about the world, and builds the language to talk about their world.”

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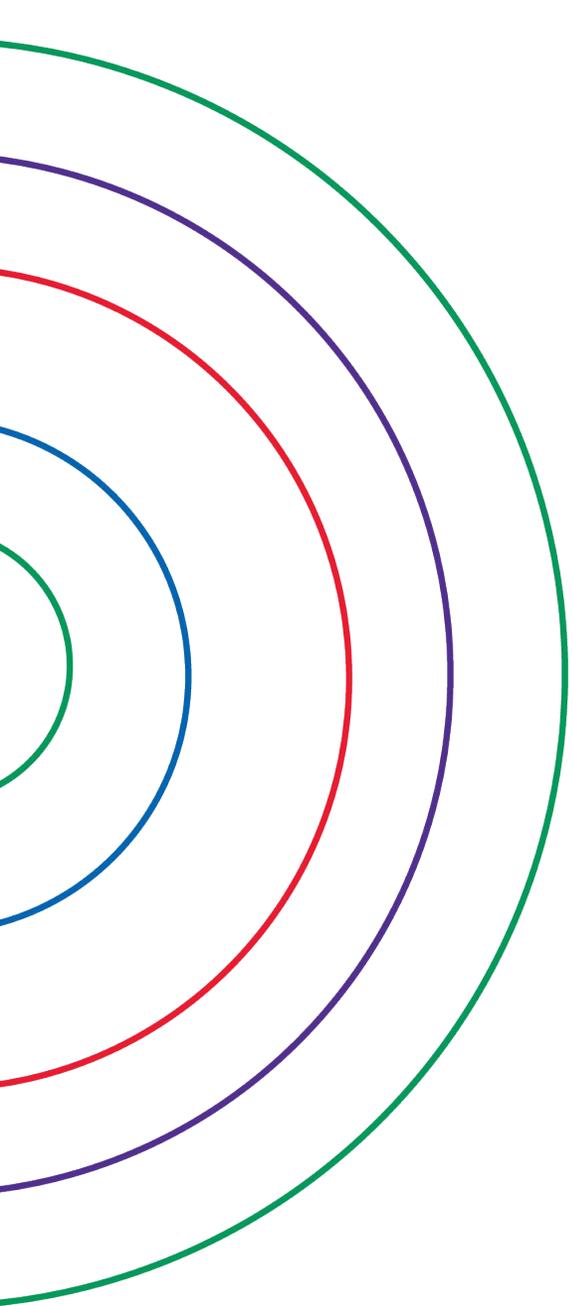
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throughout the
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**Creation of an
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**Articulation across
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of the preschool and
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**Strong partnerships
between families &
schools**

Video



SEAL's approach...

- is about instruction and pedagogy
- is curriculum design
- is a planned language approach
- is an approach to professional development that emphasizes building skills, culture and structures for professional collaboration in addition to supporting deep implementation the classroom
- is leadership development, technical assistance and support for administrators at site and district level
- is about home-school connection and family partnership

Because this is what it takes!



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