Equity in Early Learning

Are we ready for our BIPOC and Multilingual Learners and Families?

Honoring Land and Peoples

"We want to acknowledge that we gather as the Northwest Regional ESD on the traditional lands of the Atfalati (Tualatin/ Wapato Lake), Nekalim (Nehalem), Siletz, and Tillamook peoples, past and present and honor with gratitude the land itself and the people who have stewarded it throughout the generations."
~Adapted from Delilah Friedler

I Am Naheed Brown (meye/she/her)

I am the Granddaughter of Rahima and Sobhan Bhuiyan, Daughter of Ranu and Enayet, Sister of Shumon and Shoilee, Mother of Reema, Shehtaaz and Raya, wife of Dan

I am an immigrant.

I am an American by Choice

I am multilingual

I am a Bangali

I am a woman

My skin color is dark brown

I am fierce

I am resilient

Key Term:

EMERGENT MULTILINGUAL

Students who are acquiring proficiency in more than one language—English in addition to one or more home or heritage languages. We use the term in this report to describe the same population referred to by school systems as English Language Learners (ELL), students who qualify for English language services. We use this term because it is a strength-based way to describe students (García, O., Kleifgen, J. A., & Falchi, L. 2008; Thompson, 2015; Weimer, Gil, & Esquierdo, 2019).

What does "Qualify for English Learning Services" mean?

Students qualify for English language development support when they do not meet the standards for English Language Proficiency, both knowledge and skills, in reading, listening, writing, and speaking on the annual English Language Proficiency Assessment.

"Culturally responsive teaching is about helping culturally and linguistically diverse students who have been marginalized in schools build their skill and capacity to do rigorous work. The focus isn't on motivation but on improving their brainpower and information processing skills."

- Zaretta Hammond in Education Week Teacher

Recognizing Bias and Promoting Equity

[Recognizing Bias and Promoting Equity in Early Childhood Settings](#)

[Embracing Multilingualism and Eradicating Linguistic Bias | Karen Leung | TEDxWWU](#)

[Making Classrooms More Inclusive for Multilingual Learners](#)

What we say is far more important than how we say it

Let's take a look at…

- What are we doing to keep that continuity from Pre-K-5 and beyond?
- How are we addressing bias and helping adults to acknowledge bias, disrupt and move forward?
- How are we addressing SEL needs keeping race and cultural differences in the forefront?
- How are we supporting and celebrating our Multilingual learners?
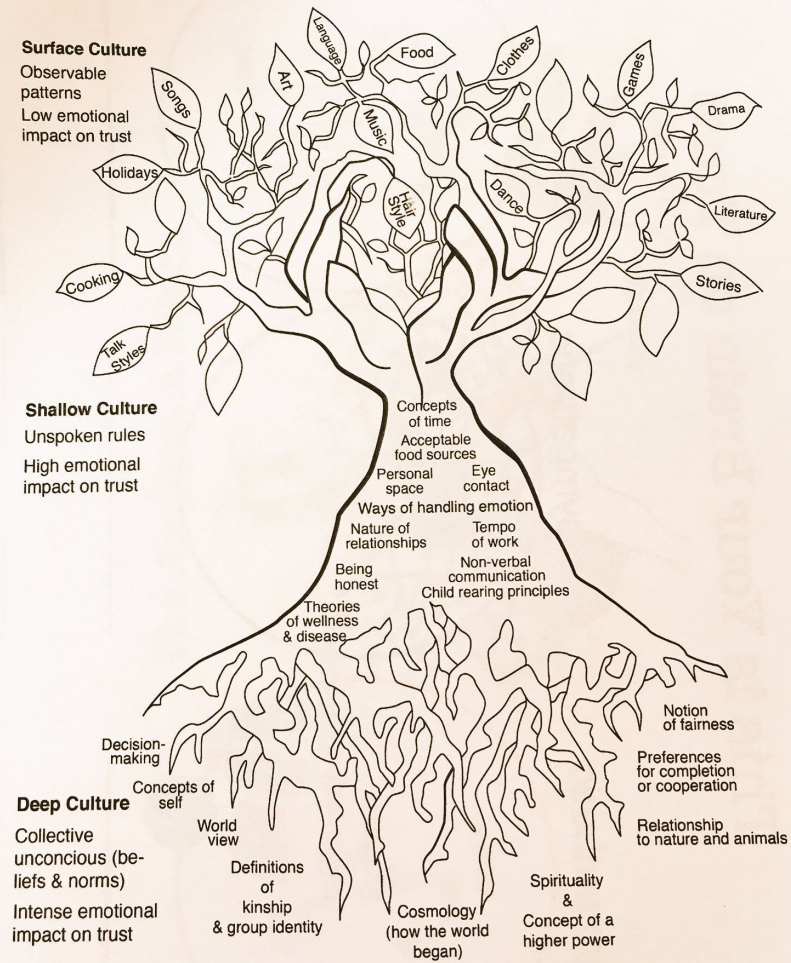
Levels of Culture

Some Examples of Deep Levels of Culture

- Did you know that you cannot touch anyone above their shoulders because the head is considered sacred in Thai culture?
- Did you know that in Asian culture we just nod and don't ask questions because it is considered disrespectful?

- Did you know that business cards are a huge deal in some Asian countries and when presented with one, you don't just put it away but give it a respectful read through and acknowledge with gratitude?

In what ways do these practices and mindsets show up (or not) in your District or Program/team?

How are you looking for those 'hidden transcripts' or private discourse of an underserved community?

How much do you actually know your students and families from other cultures?

Foundations of Elevating Voices of our BIPOC Learners and Families
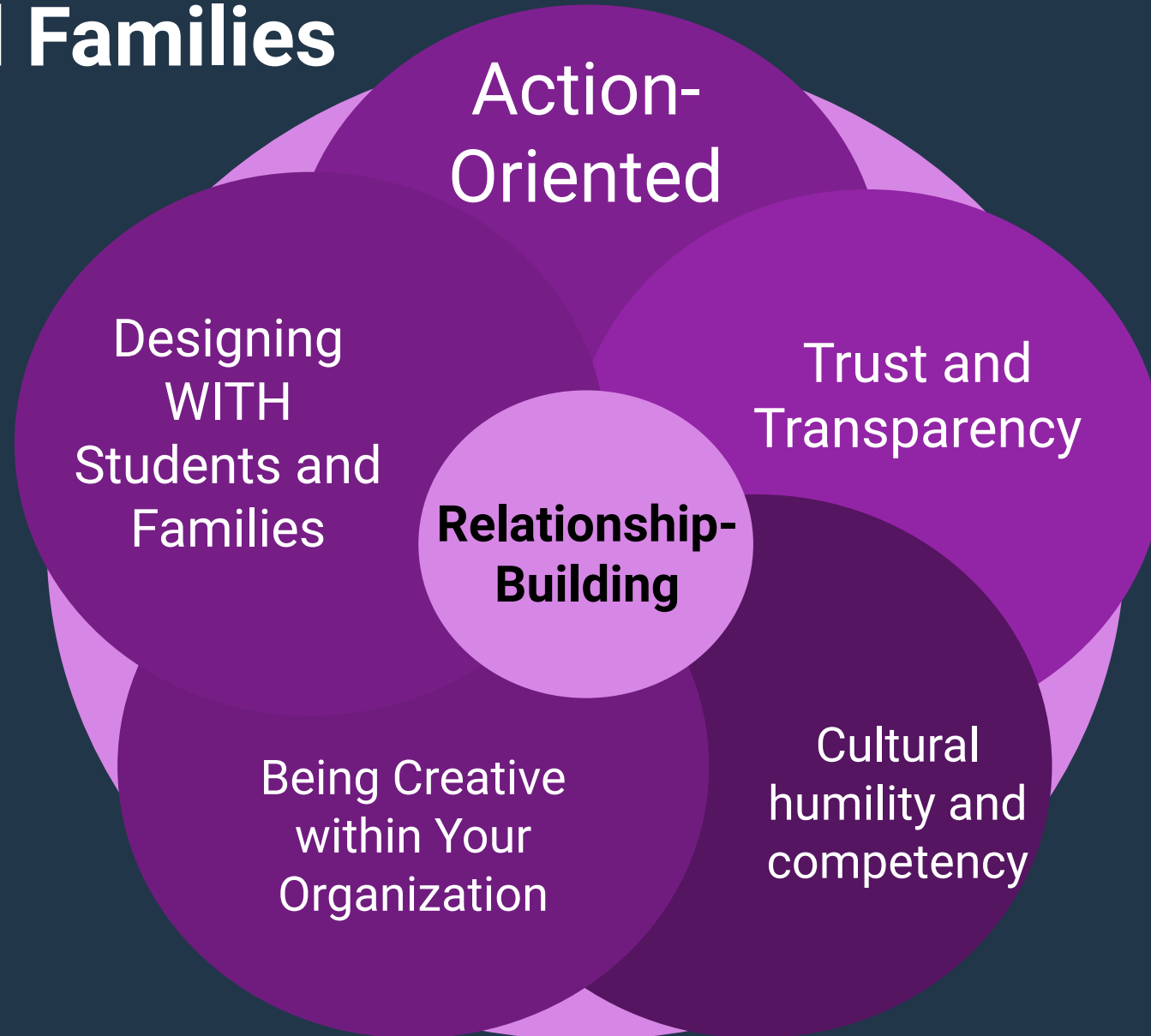
Networks and Programs at NWRESD

- Early Literacy & Early Learning Network
- Instructional Coaching Network
- School Culture and Climate Network
- 9th Grade Success Network
- Migrant Education Program
- Diverse Educator Program

User centered doesn't mean just interviewing these folks but also means these folks are a part, and not just the part where they sit at the table. They have **agency** and **power** and **voice** in everything we do from what types of data we look at to what decisions we make after we look at that data.

Dr. Brandi Hinnant-Crawford
Improvement Science in Education: A Primer (2020)

Adaptive leadership supports continuous improvement to succeed by

- Forging collective purpose
- Supporting educators to engage in reflective practice
- Creating the time, space, trust for a culture of learning

Jal Mehta, Kim Frumin, and Max Yurkofsky

In what ways do your BIPOC and multilingual learners and families have agency and voice in your district and and programs/classrooms?
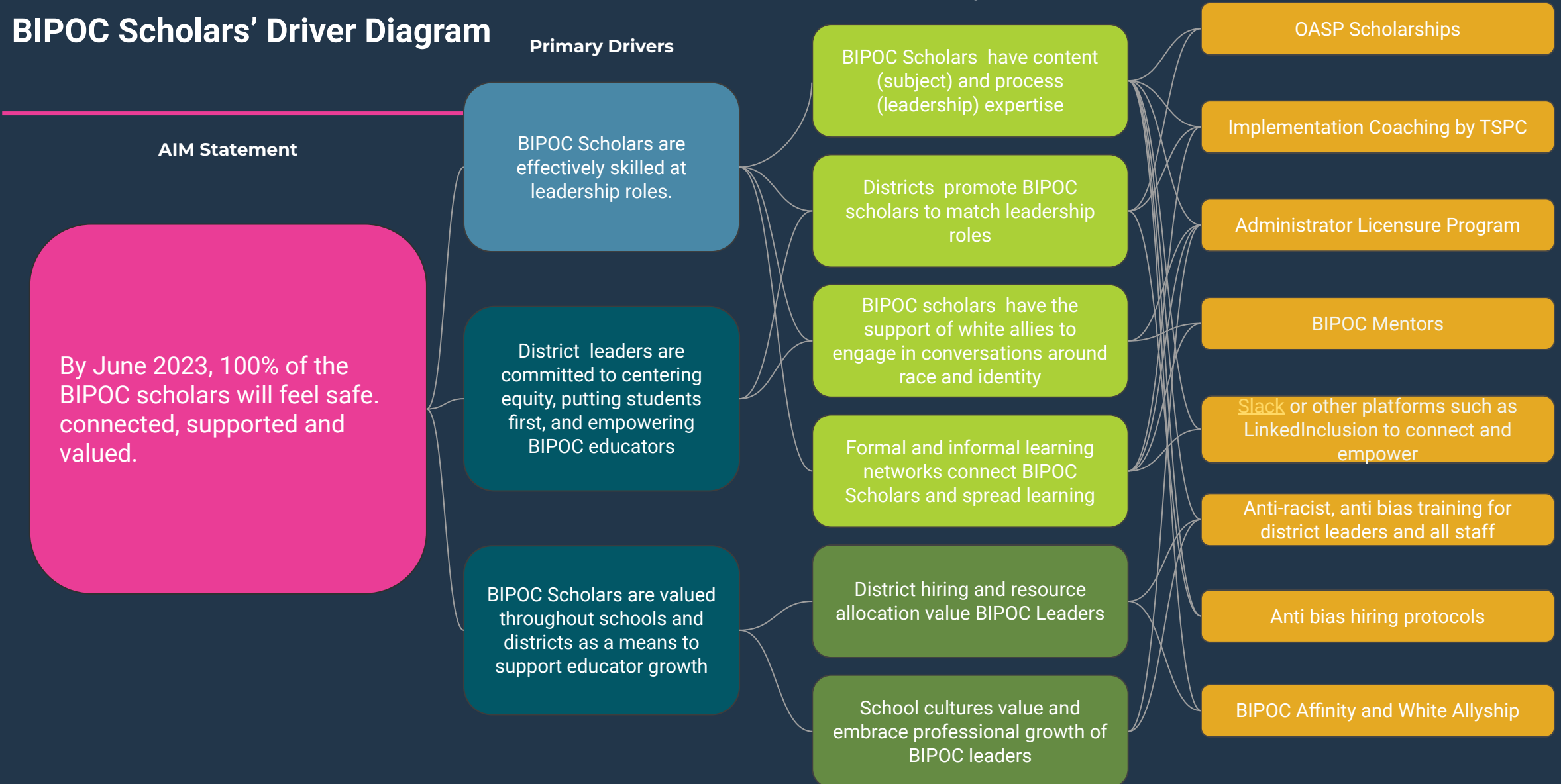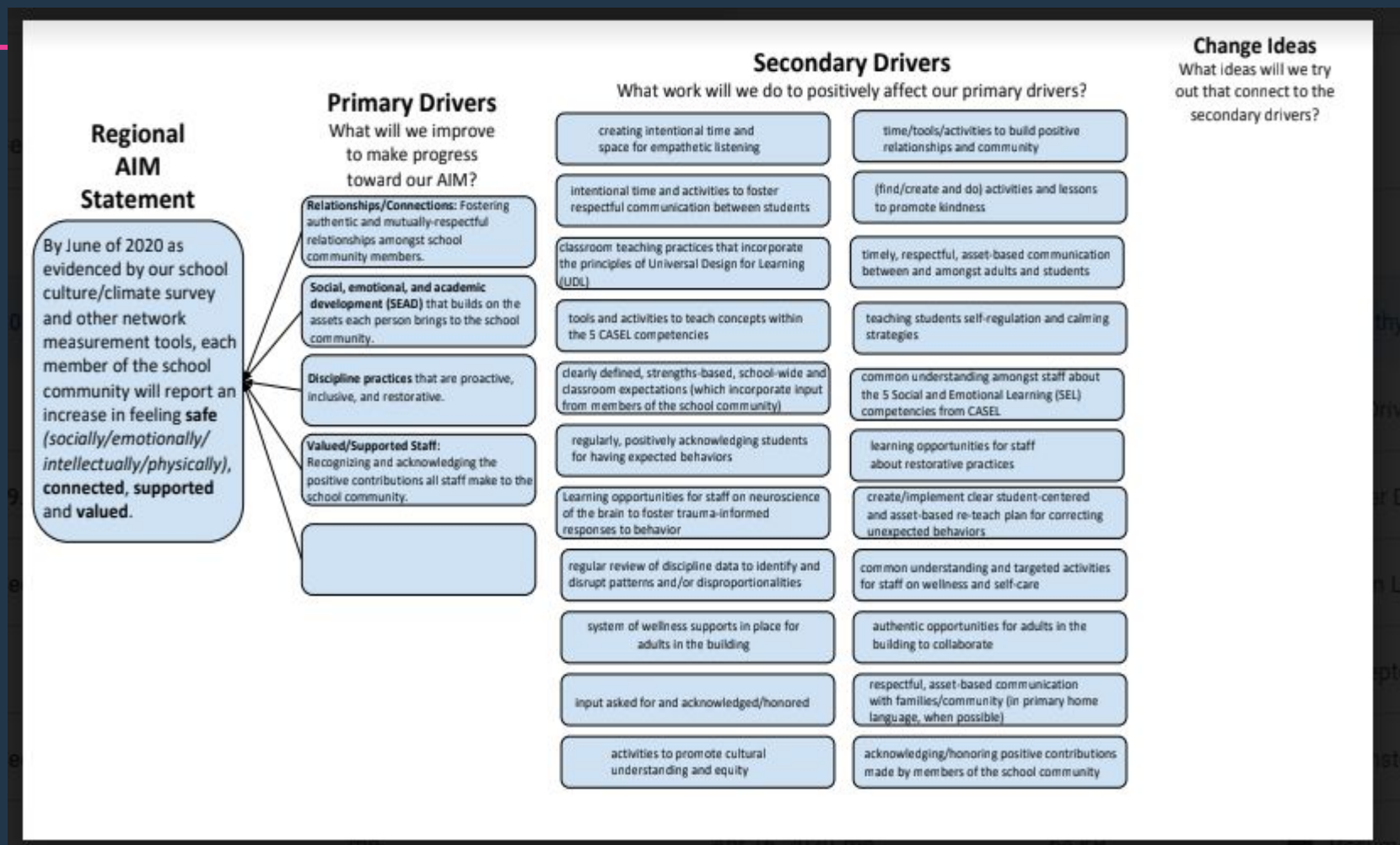
How can your team go deeper?
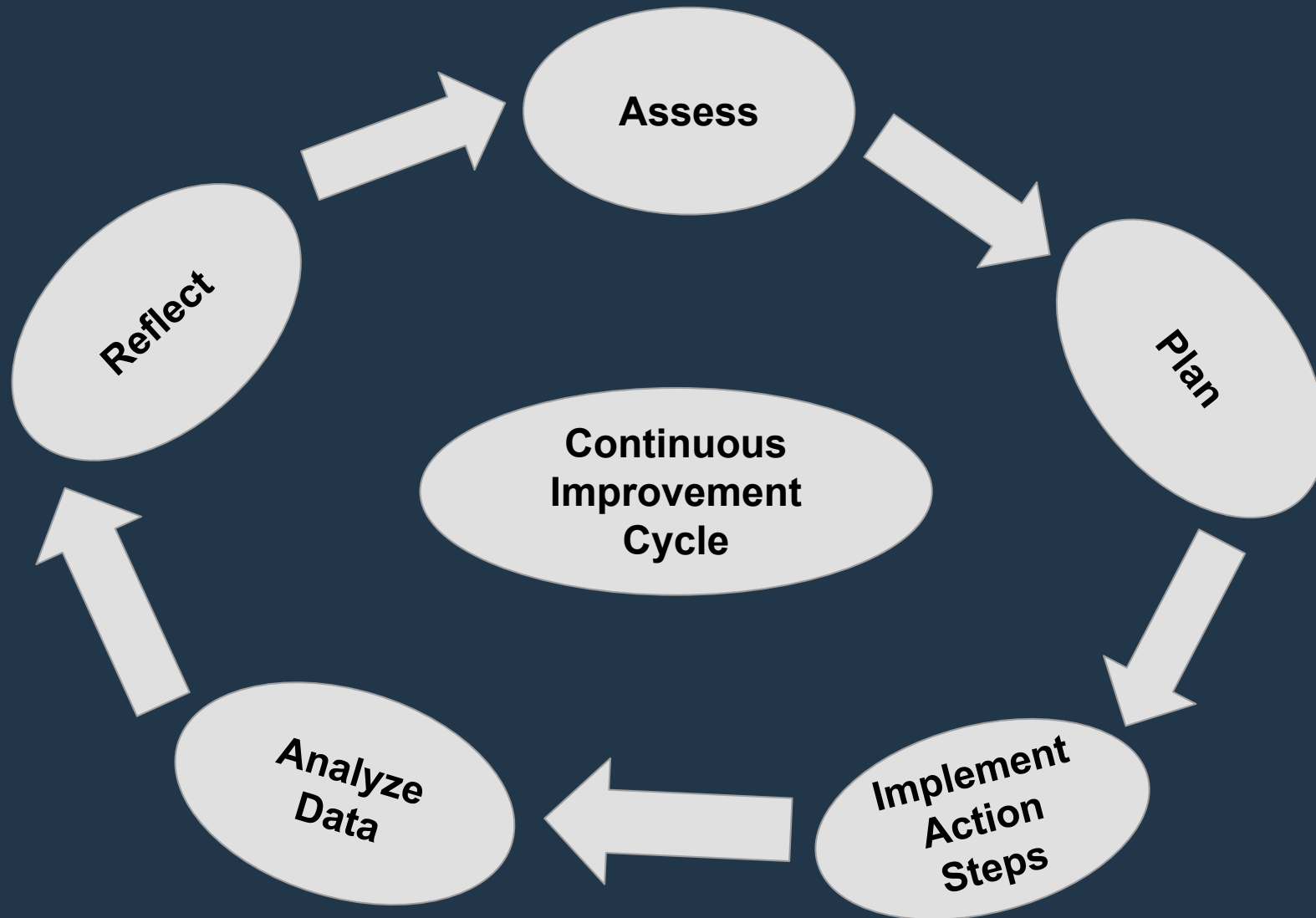
Continuous Improvement Cycle

EARLY LIT DRIVER DIAGRAM

Regional AIM Statement

Primary Drivers
What will we improve to make progress toward our AIM?

Secondary Drivers
What work will we do to positively affect our primary drivers?

Change Ideas
What ideas will we try out that connect to the secondary drivers?

By June of 2026, all 3rd grade students served by the NWRESD Early Literacy Network will be reading on grade level as evidenced by standardized and locally-created assessments.

Curriculum and Instruction:
Using curriculum and designing instruction based on the Science of Reading

Assessment Practices:
Assessment practices and data review processes based on the Science of Reading

Culture and Climate of the Early Literacy Environment:
Proactive classroom and school-wide practices and procedures that foster an inclusive environment

evidence-based reading routines to teach phonics, vocabulary, oral language development, phonemic awareness

pair written language with visuals

choose and use diagnostic and formative assessments to monitor student learning

effective data team structures

clearly defined, strengths-based, schoolwide and classroom expectations (which incorporate input from members of the school community)

routines and rituals to build positive relationships and community including transitioning, call and response, and engagement strategies

Creating and sustaining partnerships with families to support literacy acquisition

Story Telling

Dramatic Play

Songs, Rhymes and Word Play

Circle Time

Shared Book Reading

Creating an anchor chart to be used during a reading lesson that incorporates written language and visuals

Identify a skill to assess and assess a small group/class (assessment kit for Big 5/6)

PLC or Data Team Schedule and Meeting Agenda

Classroom agreements

Call & Response / Attention Getting Signals

Tight Transitions

school-wide routines

Positive framing routines

The whole heart of [Continuous Improvement] is learning, then you keep asking the question, 'How can we know more?'

Improving is doing better for whatever your mission is, doing better for the people you serve, and it's always about learning.

Dr. Don Berwick

RECOMMENDATIONS

These recommendations lay out actions for people at every level of decision-making in education: state policymakers, teacher preparation programs, superintendents, school board directors, principals, educators, and staff. They encompass both policy and educational practices. The recommendations are also a tool for students, families, and advocates to work together for positive change.

If you are in a position of decision-making in education, use these recommendations to identify your next steps.

If you are an advocate, use these recommendations to form an action plan to bring these solutions to educators and policymakers in your community.

Your actions can strengthen our education system and move our region toward a new reality, one where every emergent multilingual student has full access to an equitable education that cultivates their strengths and helps them reach their dreams.

RECOMMENDATION 1:
Scale up proven anti-racist education strategies to create welcoming schools and equitable access to high-quality education for everyone.

RECOMMENDATION 2:
Strengthen engagement of families and participation in decisions for families of emergent multilingual students from early learning through graduation.

RECOMMENDATION 3:
Scale up recruitment, hiring, and retention of educators who are racially diverse, culturally responsive and equipped to educate emergent multilinguals.

RECOMMENDATION 4:
Expand access to dual language learning and multilingual educational environments for emergent multilingual students.
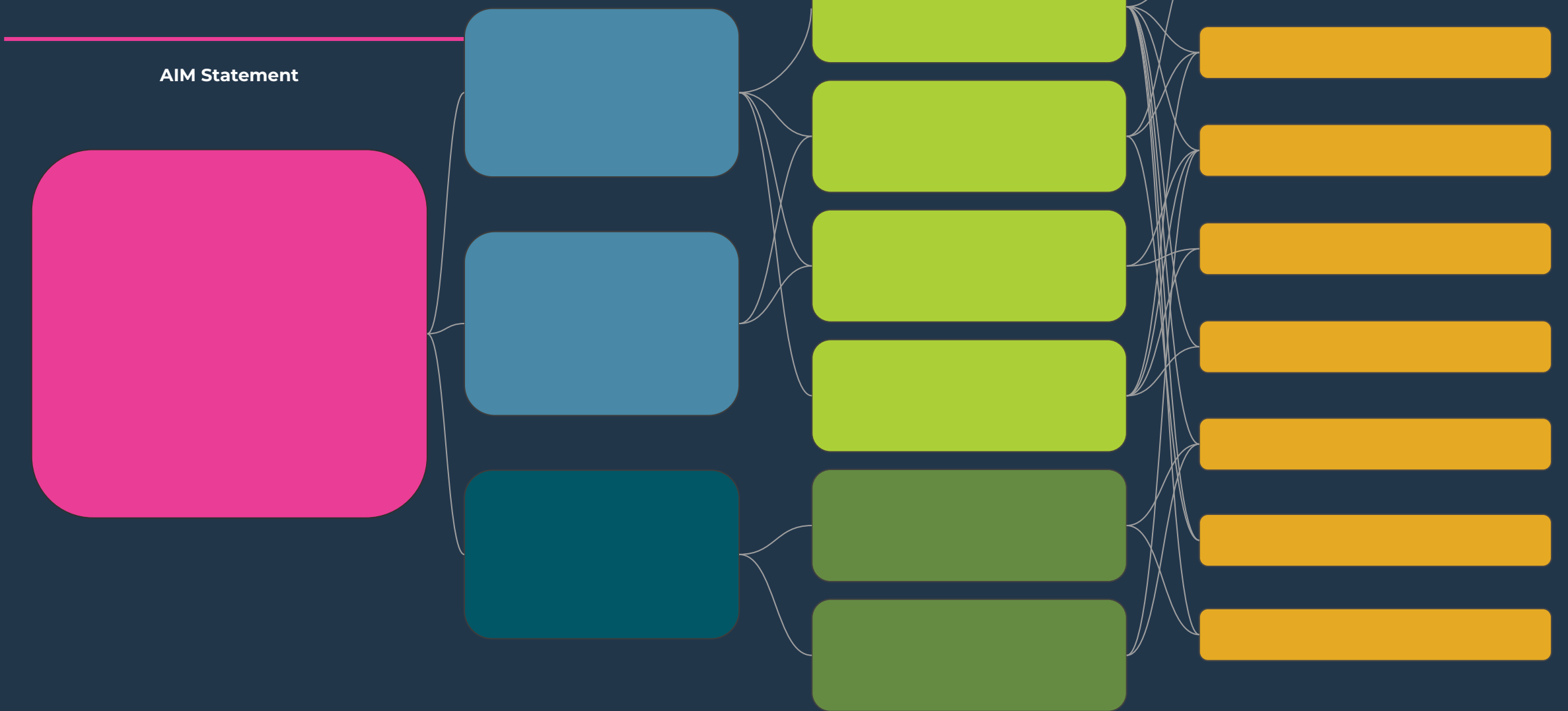
RECOMMENDATION 5:
Implement educational best practices, rooted in racial equity, for emergent multilingual students in every school and classroom.

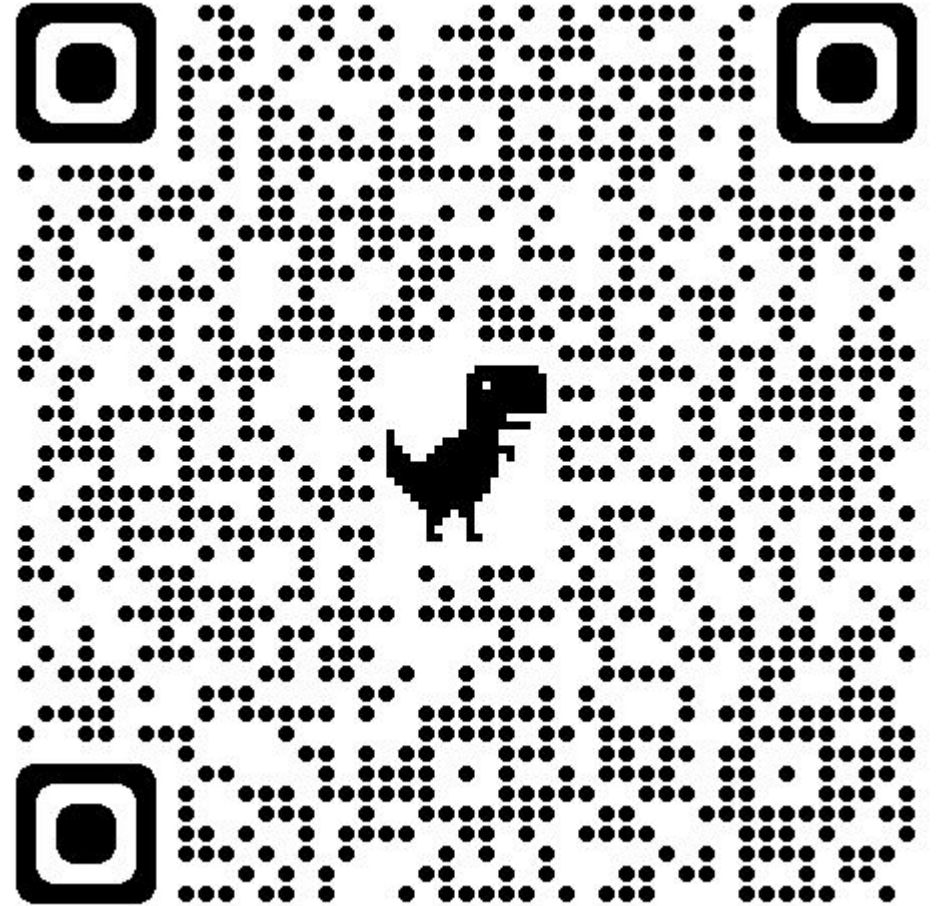Our Rising Voices: A Call to Action to Support Emergent Multilingual Students

Driver Diagram

Primary Drivers

Secondary Drivers

AIM Statement

Gallery Walk

What will be your
Theory of Change ?
How will you disrupt the status quo to
empower the voices of our
multilingual learners?

Thank you!

Resources and Acknowledgement

https://weareoneamerica.org/wp-content/uploads/2020-Emergent-Multilinguals-Report_Our-Rising-Voices.pdf

Equity Resources: Living the Statement | NAEYC

Recognizing Bias and Promoting Equity in Early Childhood Settings

Zaretta Hammond

Dr. Brandi Hinnant-Crawford
Improvement Science in Education: A Primer (2020)

https://hcp.hms.harvard.edu/people/donald-berwick

States Leading for Equity: Promising Practices Advancing the Equity Commitments | CCSSO

The Hidden Power of Read Alouds - ASCD

A Troubling Lack of Diversity in Educational Materials

How to Support Young Learners in Racially Diverse Classrooms | Edutopia

COVID-19 and learning loss—disparities grow and students need help