

FOSTERING SUCCESS FOR EMERGENT MULTILINGUAL LEARNERS

Best Practices for Prekindergarten
Classrooms and Programs

Navigating PreK Day
May 8, 2025
Albany, NY



PRESENTERS



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PARTICIPANTS WILL



Focus on the importance of cultivating culturally and linguistically responsive learning environments for Emergent Multilingual Learners (EMLs)



Hear examples of practical applications for supporting EMLs from districts across New York State



Identify practices that nurture development for EMLs



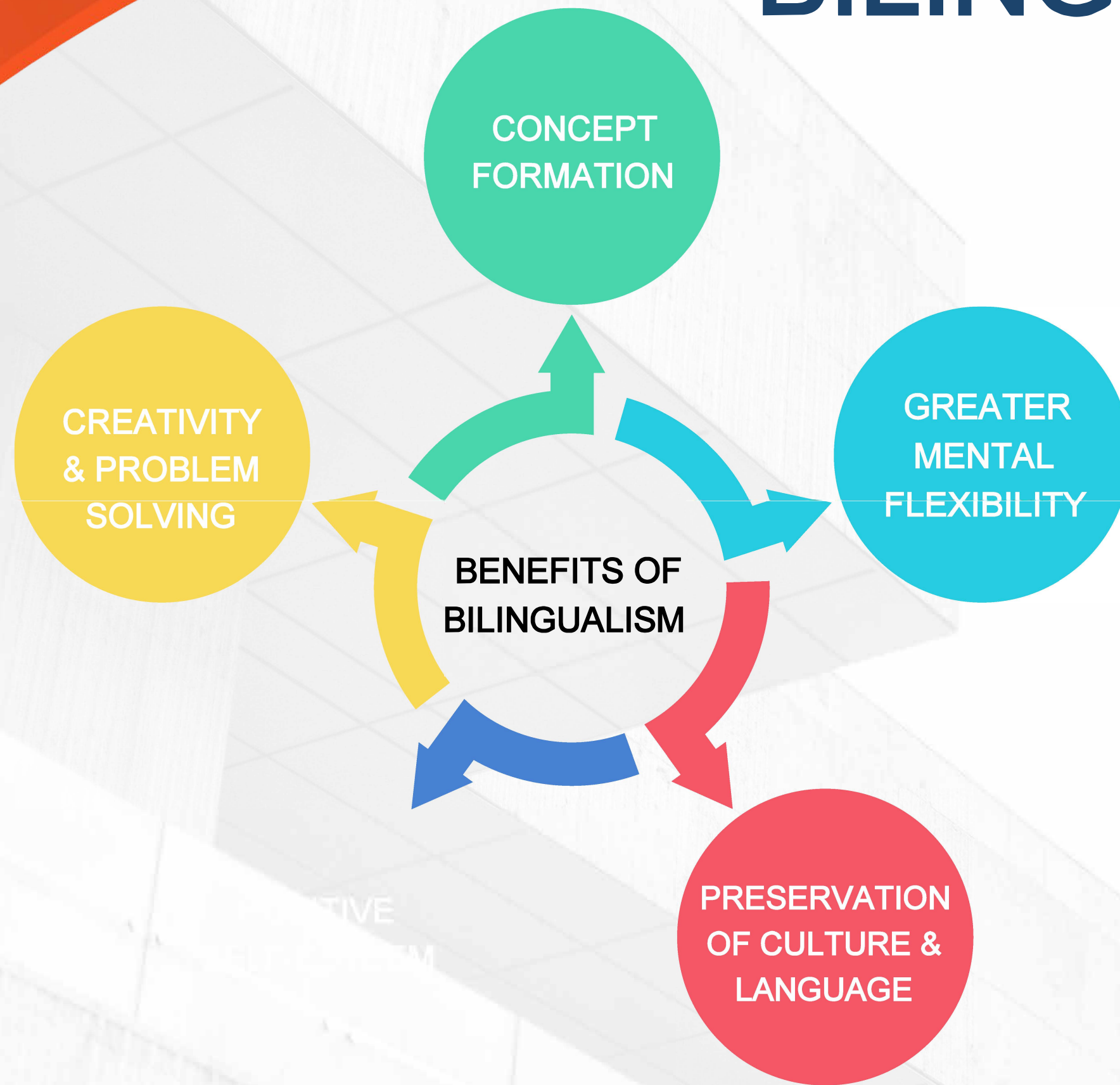
LANGUAGES OTHER THAN ENGLISH

Are there any students in
your respective setting who
speak languages other than
English at home? If so,
which languages?

Please scan the [QR code](#)
and type your answer.



BILINGUALISM



“To learn a language is to have one more window from which to look at the world”.

MIGRATION POLICY INSTITUTE

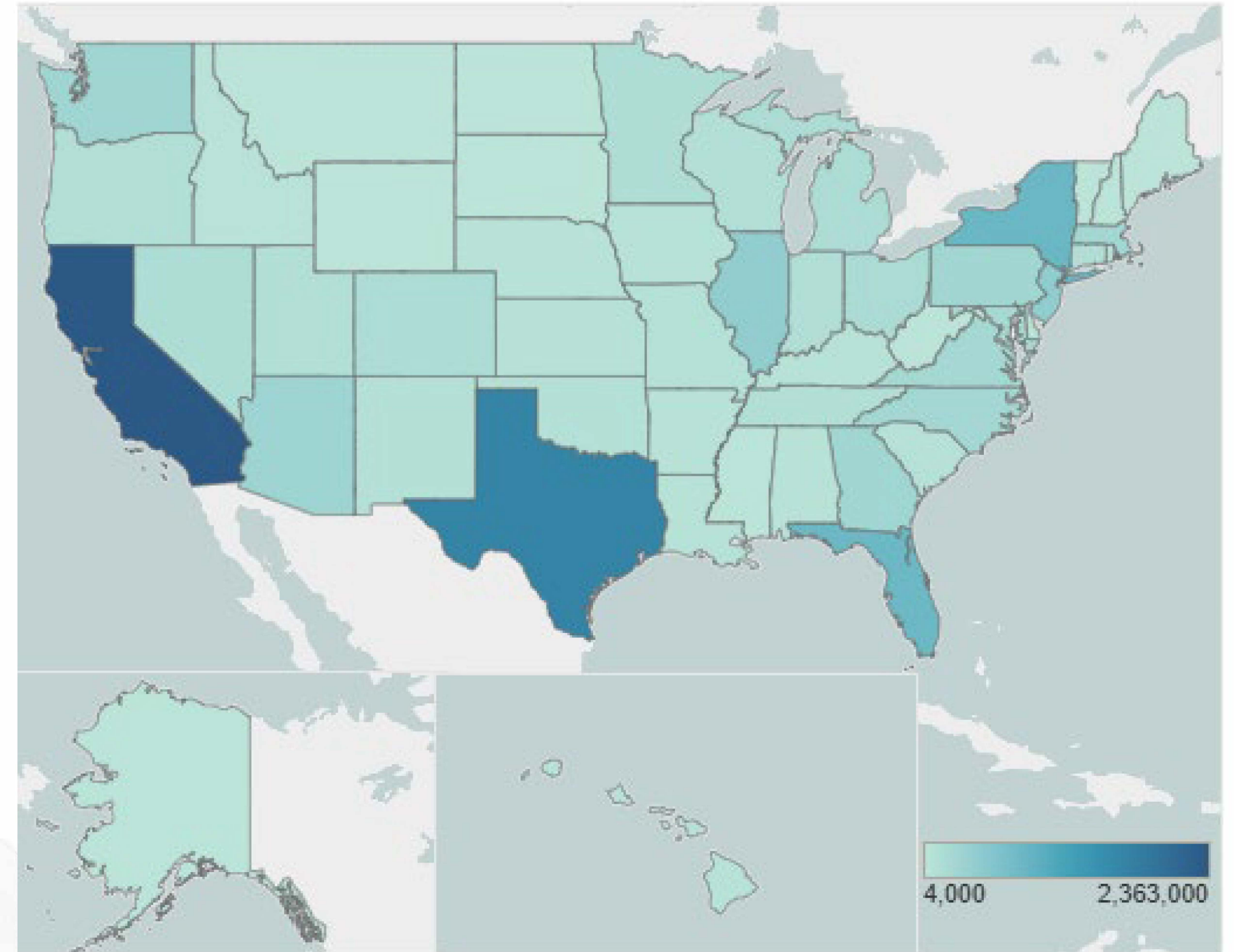
U.S. CENSUS BUREAU'S DATA (2018 -2022)

More than 10.8 million children (32%)
in the U.S. under the age of 9
have at least one parent who speaks
a language other than English at home.

More than 7.1 million of these
children in the U.S. are between
the ages of 0 -5.

NYS ranks third in the nation with
829,000 children under the age of 9 who
have at least one parent who speaks a
language other than English at home.

45% of these children in NYS
are between the ages of
0 and 5 years old.



EMERGENT MULTILINGUAL LEARNERS



“Early childhood education settings are often among children’s first communities beyond their families, where they begin to form positive social identities.”

Former or ever ELLs



**Students
pursuing a
course of study
in one or more
world languages**



EMERGENT MULTILINGUAL LEARNERS IN NEW YORK STATE



Emergent Multilingual Learners

28,403

In the 2023-2024 school year, State-Administered Prekindergarten programs served over 28,000 Emergent Multilingual Learners (EMLs).⁷

Can you list the top 10 languages
spoken by Prekindergarten EMLs throughout NYS?

German

Mandarin

French

Chinese

Bangla

Arabic

Russian

Haitian -Creole

Portuguese

Spanish

Urdu

Italian

Yiddish

OVERVIEW OF EMLS

Top 10 languages spoken by
our Prekindergarten EMLs



SCREENING FOR HOME LANGUAGES

EML Language Profile



NEW YORK STATE EDUCATION DEPARTMENT Emergent Multilingual Learners Language Profile for Prekindergarten Students¹

Dear Parent or Guardian,
Thank you for completing the Emergent Multilingual Learners Language Profile. This survey will assist your new school with valuable information about your child's experience with languages. Information gathered will assist Prekindergarten educators in delivering academically and linguistically relevant instruction that strengthens the language and literacy of all students.

THIS SECTION TO BE COMPLETED BY ENROLLMENT OR
SCHOOL PERSONNEL ONLY AND MAINTAINED ON FILE

Date Profile Completed: _____

Student Name: _____

Gender: _____

Date of Birth: _____

District or Community Based Organization Name: _____

Student ID (if applicable): _____

Name of Person Administering Profile: _____

Title: _____

Parent or Person in Parental Relation Information

Name of parent or person in parental relation: _____

Relationship (to student) of person providing information for this profile: ☐ mother ☐ father ☐ other _____

In what language(s) would you like to receive information from the school? ☐ English ☐ other home language: _____

Language in the Home

1. In what language(s) do you (parents or guardians) speak to your child at home? _____

2. What is/are the primary language(s) of each parent/guardian in your home? (List all that apply.) _____

3. Is there a caretaker in the home? ☐ yes ☐ no

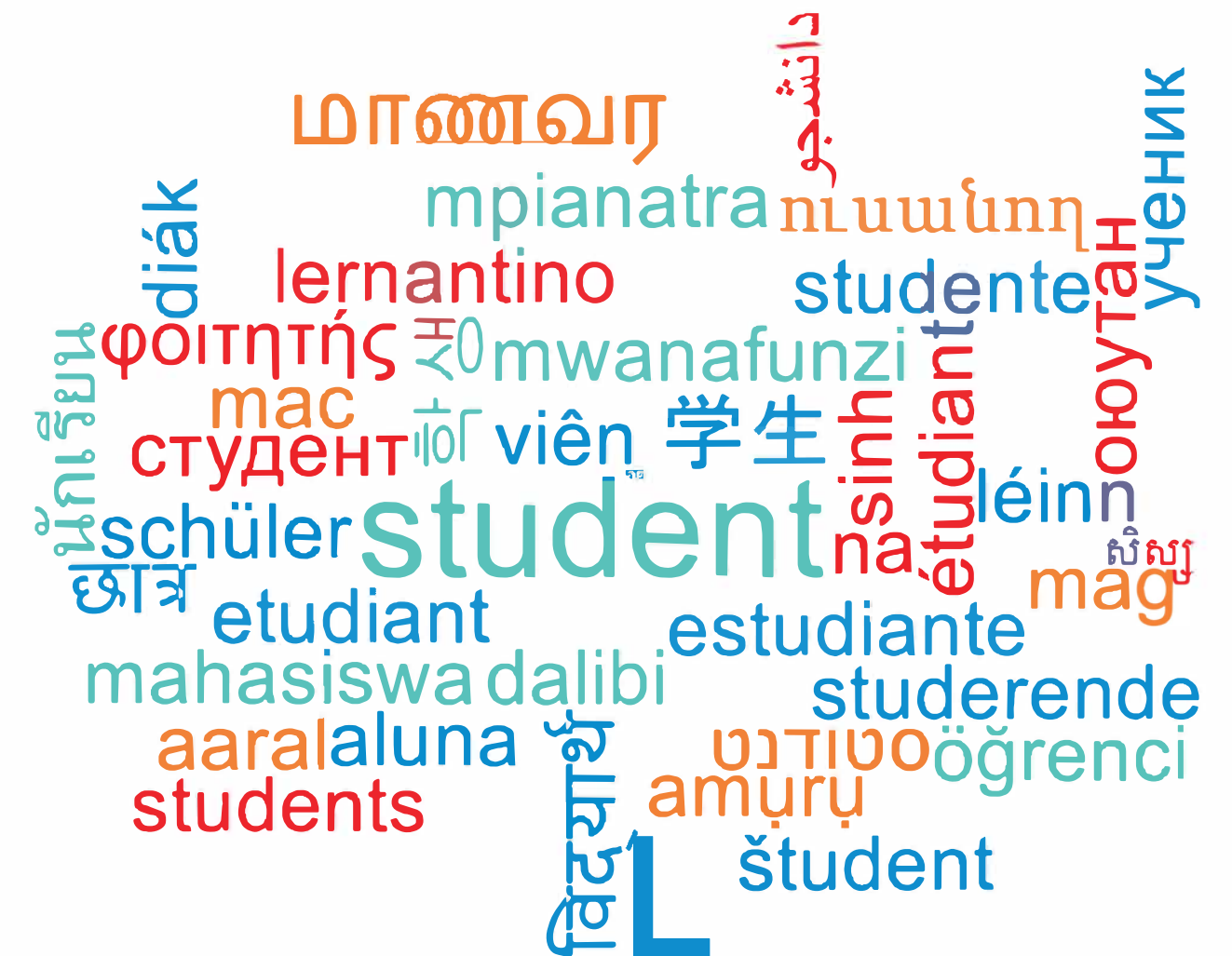
If yes, what language(s) does the caretaker speak most frequently? _____

4. What language(s) does your child understand? _____

5. In what language(s) does your child speak with other people? _____

6. Does your child have siblings? ☐ yes ☐ no

If yes, in what language(s) do the children speak with each other most of the time? _____



Sample EML Profile

Language in the Home

1. In what language(s) do you (parents or guardians) speak to your child at home?

Russian, Kazakh

2. What is/are the primary language(s) of each parent/guardian in your home? (List all that apply.)

Russian, Kazakh

3. Is there a caretaker in the home? ☐ yes ☒ no

If yes, what language(s) does the caretaker speak most frequently?

4. What language(s) does your child understand?

Russian, Kazakh, some English

5. In what language(s) does your child speak with other people?

Kazakh primarily

6. In what language(s) do the children speak with each other most of the time? **KAZAKH**

7a. At what age did your child begin to speak in short sentences?

16 m.

Kazakh

7b. At what age did your child begin to speak in full sentences? **2y. +**

In what language? **Kazakh**

8. In what language does your child pretend play?

Kazakh

9. How has your child learned English so far (television shows, siblings, childcare, etc.)?

Music, Movies, TV, Online (Youtube)

Language Outside the Home/Family

10. Has your child attended any nursery, Head Start or childcare program? ☐ yes ☒ no

If yes, in what language was the program conducted? **n/a**

In what language does your child interact with other people in the nursery or childcare setting?

11. How would you describe your child's language use with friends?

He is not confident in English so comes off as shy

Language Goals

12. What are your language goals for your child? For example, do you want child to become proficient in more than one language?

To gain confidence in an English speaking setting and w/ English speakers

13. Have you exposed your child to more than one language to ensure that he or she is bilingual or multilingual? ☒ yes ☐ no

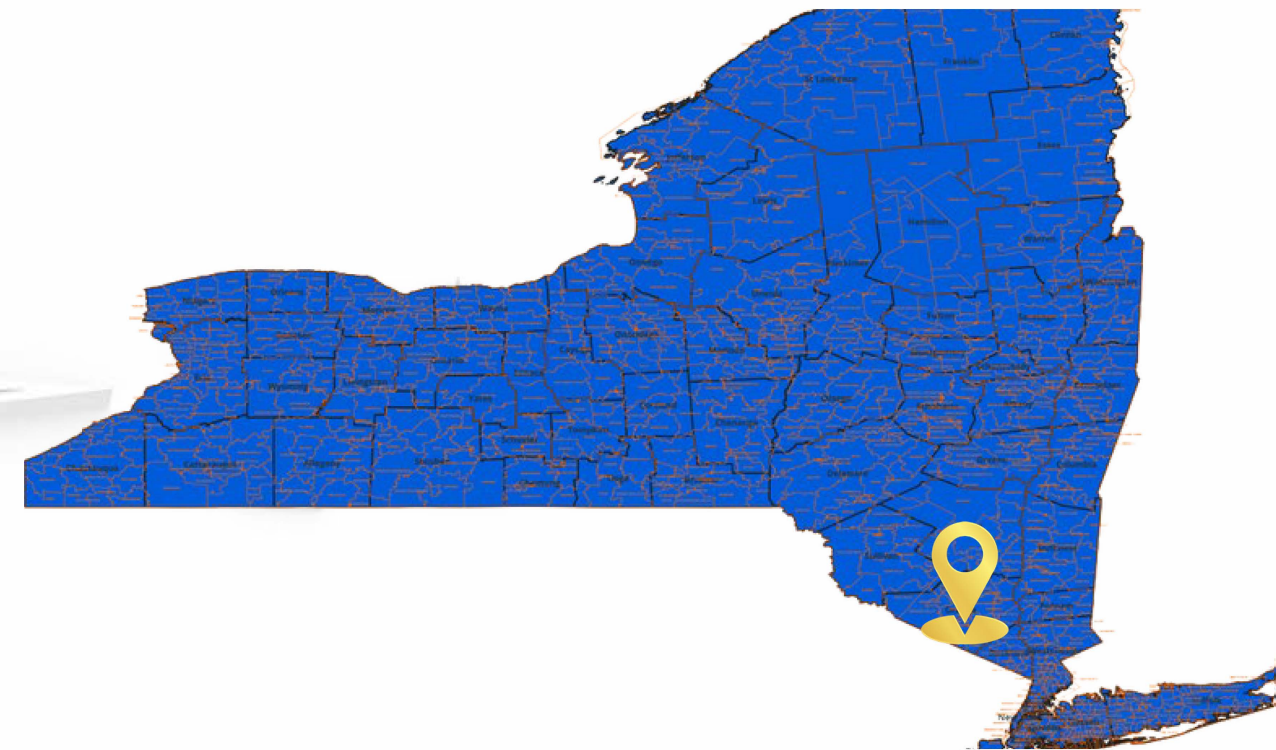
14. Does your child need to speak a language other than English in order to communicate with your relatives or extended family? ☒ yes ☐ no

If yes, in what language(s)?

Kazakh, Russian

BEST PRACTICES FOR SUPPORTING EMLS

East Ramapo CSD



EAST RAMAPO CSD

The East Ramapo Central School District, located in Rockland County serves a diverse student population.

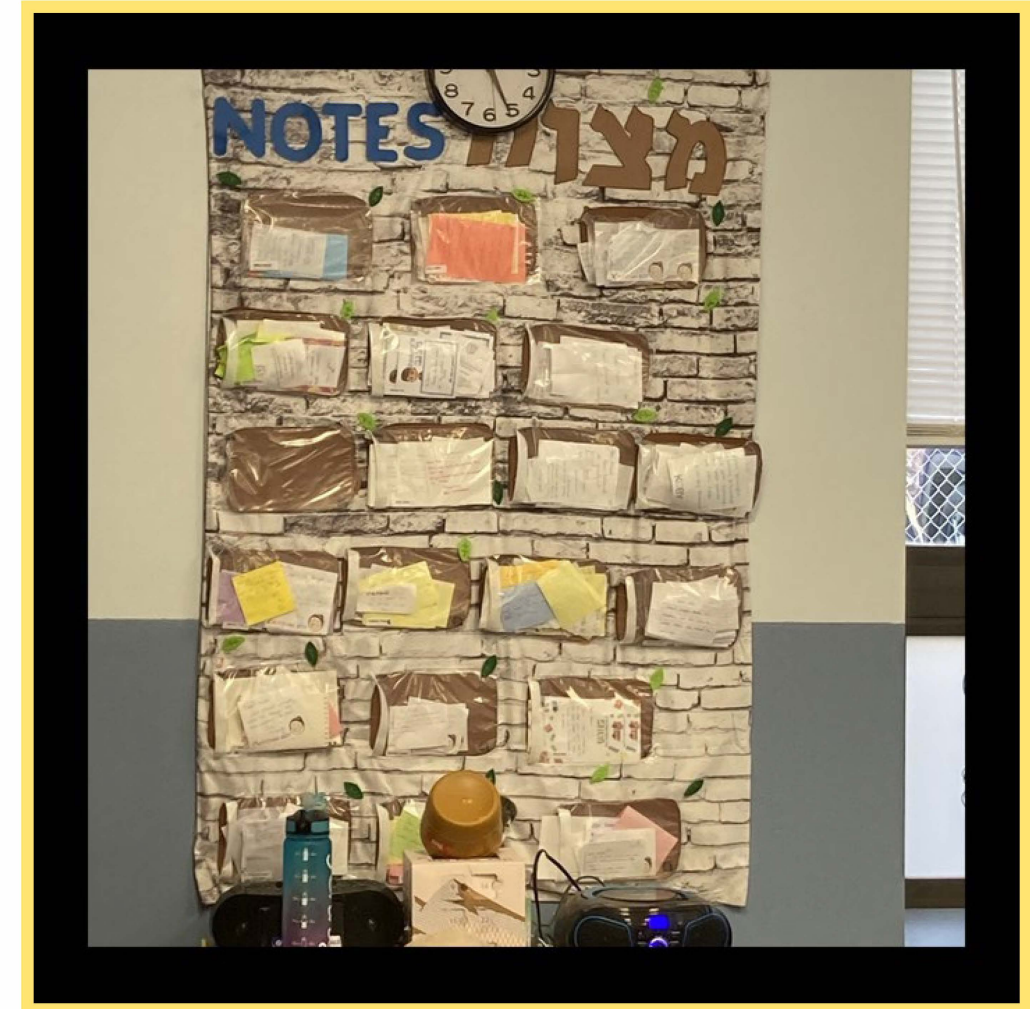
2,624 UPK students

Located at 65 Community Based Organizations

- 1,265 speak Yiddish
- 300 speak Spanish
- 50 speak Creole



EAST RAMAPO CSD



EAST RAMAPO CSD

Creating Culturally Responsive Dramatic Play Centers

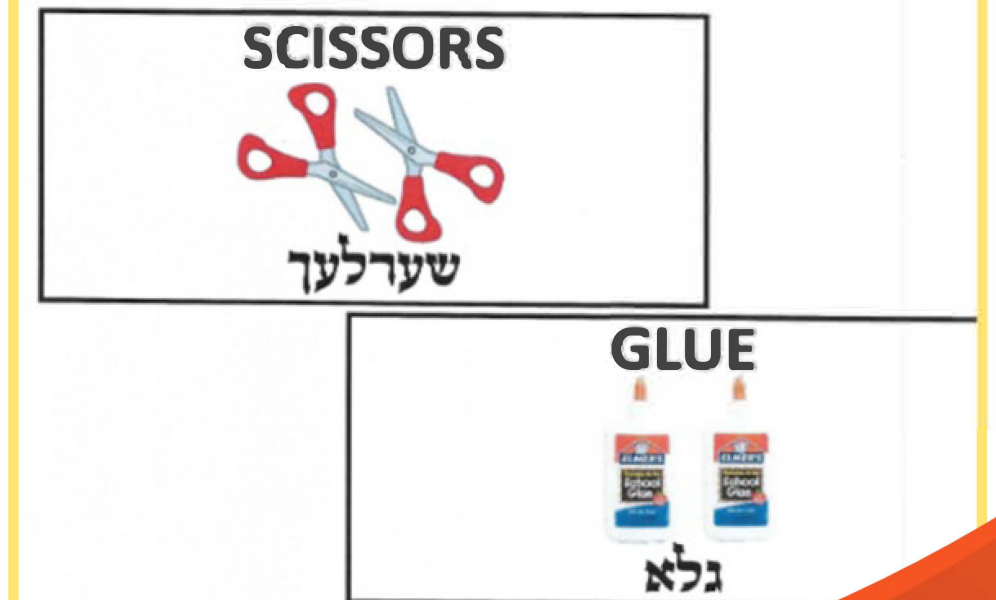
Bilingual Language -Rich Environments



Center Labels



Classroom Labels



EAST RAMAPO CSD

Tasting Traditions

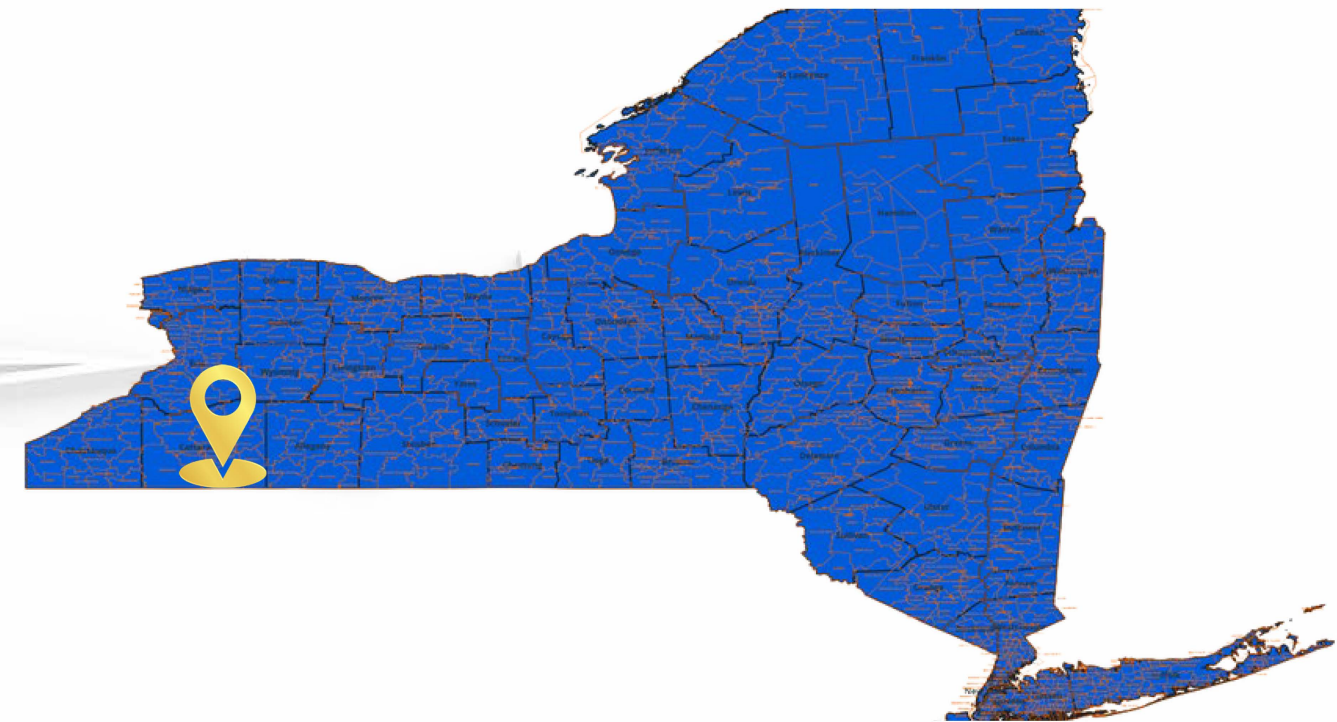


Celebrating Community

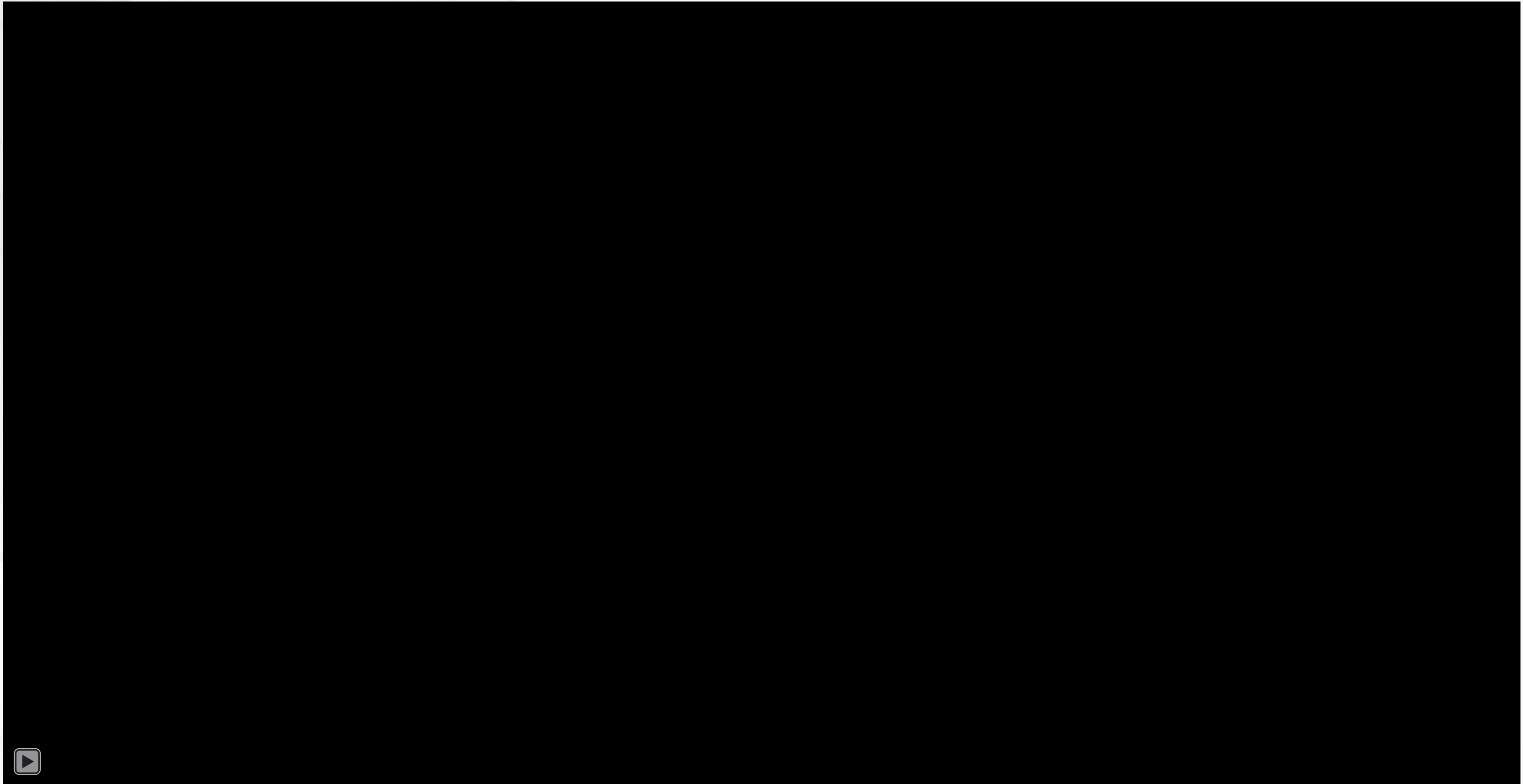


BEST PRACTICES FOR SUPPORTING EMLS

Salamanca CSD



SALAMANCA CSD



SALAMANCA CSD

- 36% of our Students identify as Native American
- 12% identify as Native American and another ethnic group.
- All students learn Seneca.



SALAMANCA CSD

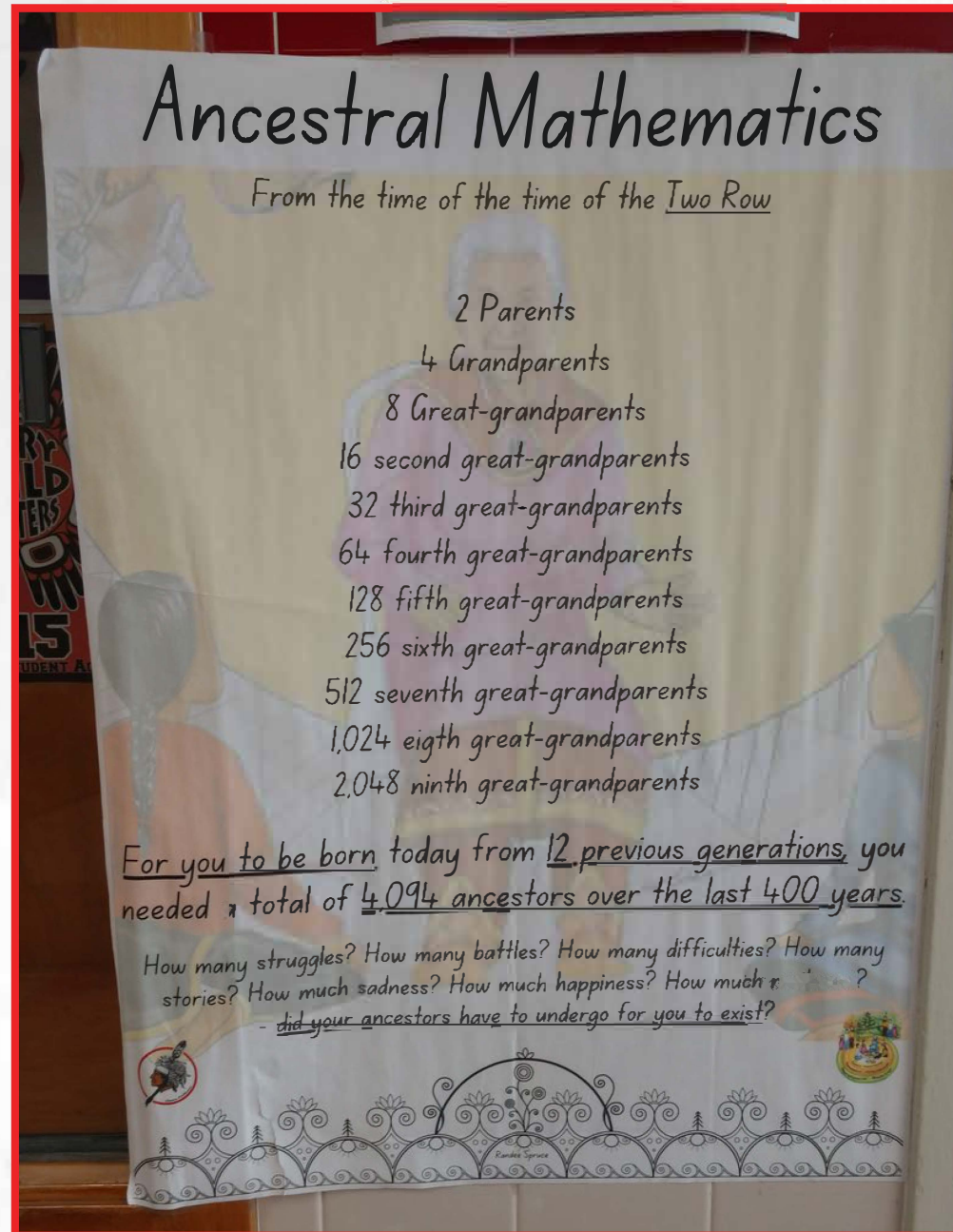
Ancestral Mathematics

From the time of the time of the Two Row

2 Parents
4 Grandparents
8 Great-grandparents
16 second great-grandparents
32 third great-grandparents
64 fourth great-grandparents
128 fifth great-grandparents
256 sixth great-grandparents
512 seventh great-grandparents
1,024 eighth great-grandparents
2,048 ninth great-grandparents

For you to be born today from 12 previous generations, you needed a total of 4,094 ancestors over the last 400 years.

How many struggles? How many battles? How many difficulties? How many stories? How much sadness? How much happiness? How much did your ancestors have to undergo for you to exist?



S.Y.D.

Seneca Youth Dancers

Come join us to learn about traditional
Hodinöhsyo:nih songs & dances.
Instructed by:
Hilton "Hiltz" Johnny-John

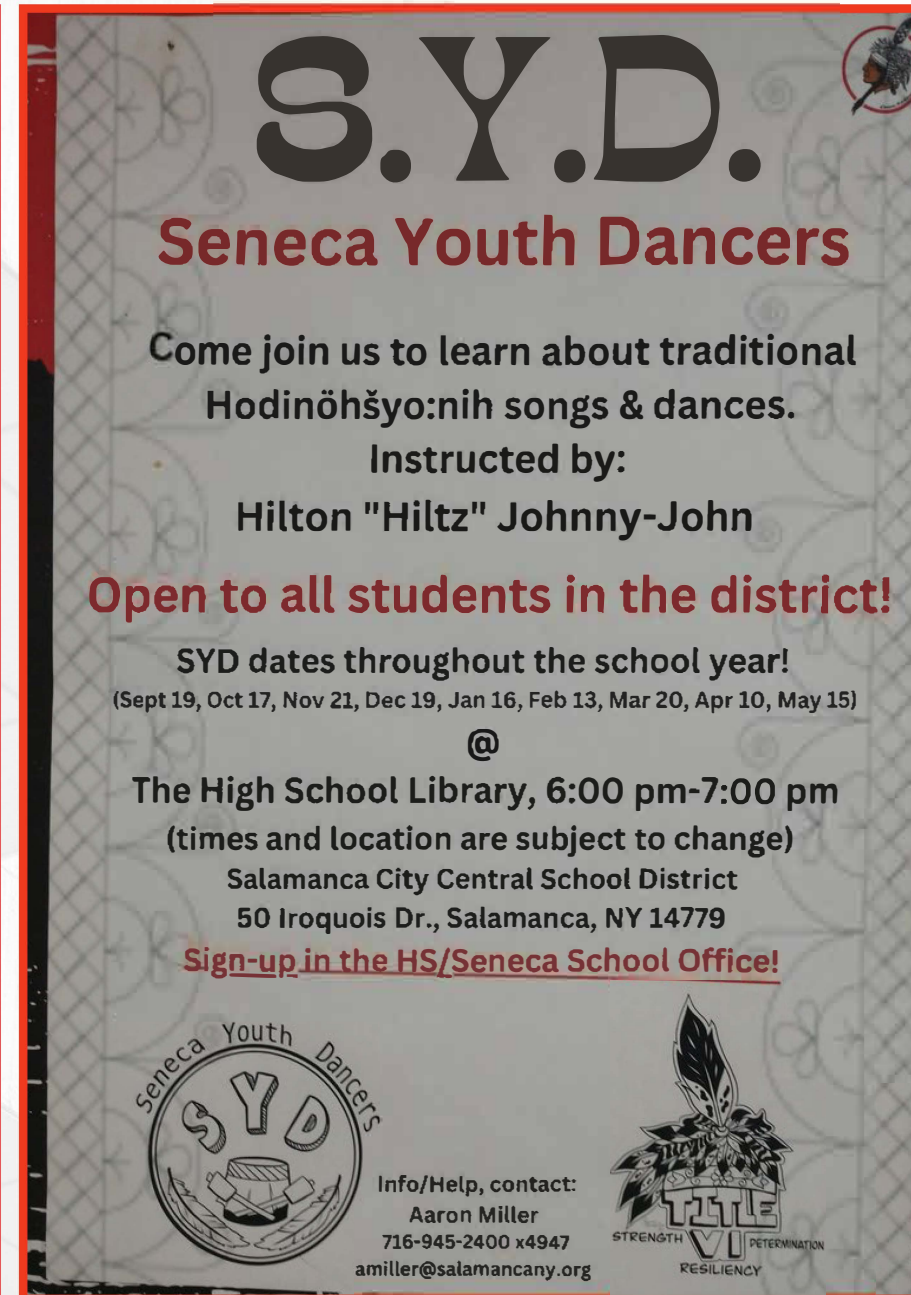
Open to all students in the district!

SYD dates throughout the school year!
(Sept 19, Oct 17, Nov 21, Dec 19, Jan 16, Feb 13, Mar 20, Apr 10, May 15)
@
The High School Library, 6:00 pm-7:00 pm
(times and location are subject to change)
Salamanca City Central School District
50 Iroquois Dr., Salamanca, NY 14779
Sign-up in the HS/Seneca School Office!

Seneca Youth Dancers
SYD

Info/Help, contact:
Aaron Miller
716-945-2400 x4947
amiller@salamancany.org

STRENGTH
RESILIENCY



SALAMANCA CSD



Ogwenyöh Ėsga'dage:ha'
Sesënönih?

Oh-gway-nyoh Ehs-ga'dah-gay-hot
Say-seh-know-nee

Can you help me put it away?

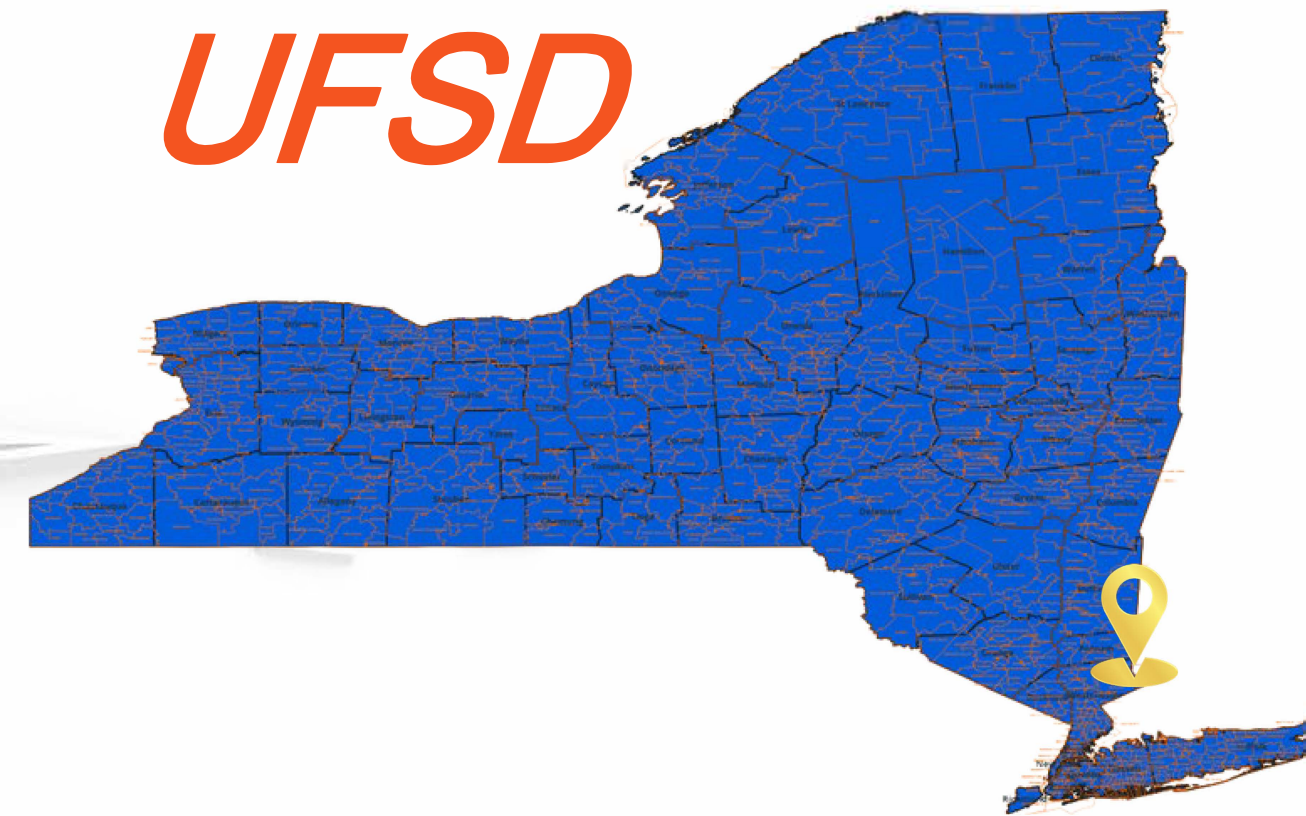


No'yëh (note-yeh)
Mother

BEST PRACTICES FOR SUPPORTING EMLS

Port Chester -Rye

UFSD



PORT CHESTER-RYE UFSD

Staffing & Professional Development

Enrollment: 145 Students

Total Classes: 9

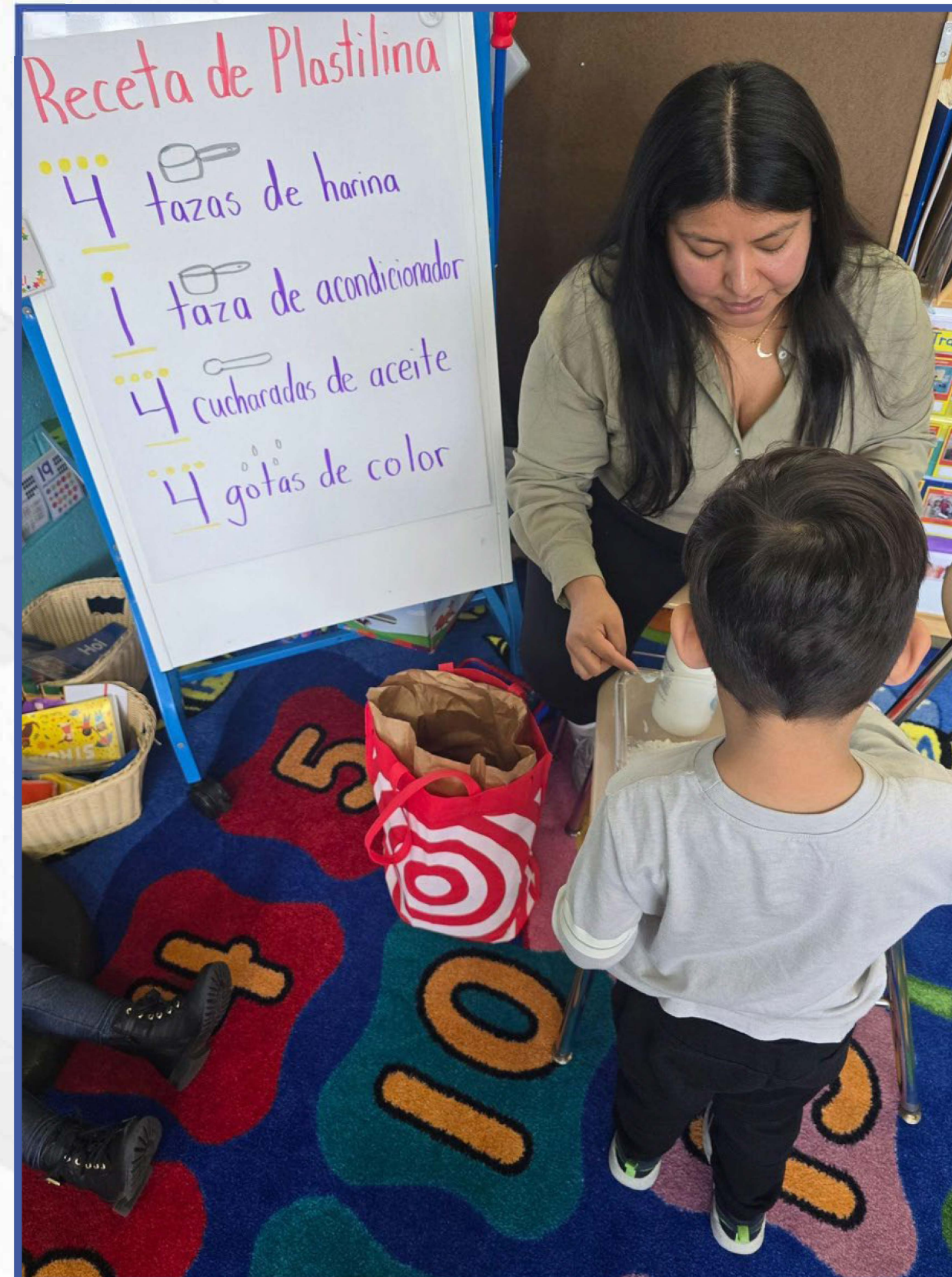
Total DL Classes: 4

Teachers per Class: 1

Teacher Aides per Class: 1

Home Language English = 71

Home Language Spanish = 74



Bilingual Staff:

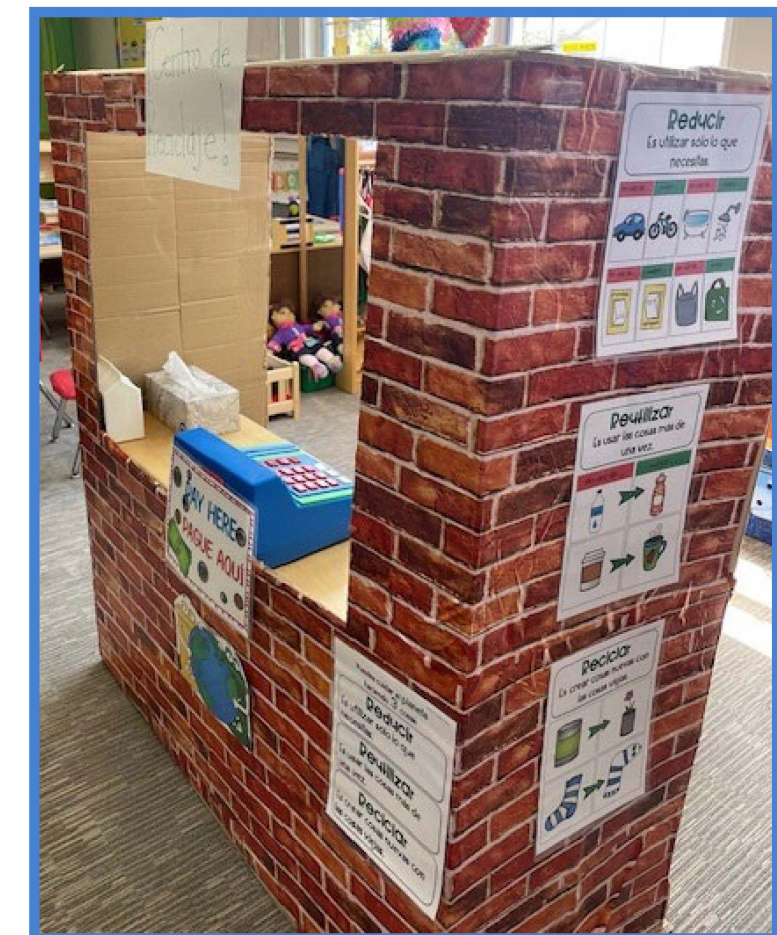
Teachers, Teacher Aides, Instructional Specialists, Social Worker, Head of Operations, Lunch Personnel, Greeters, Instructional Coach, etc.

Professional Development:

- Best Practices for Instructing Multilingual Language learners
 - Using the Home Language to Support Second Language Acquisition
 - Elena Seda - Boston College
- UPK teachers participate in Port Chester PD for MLL
 - Alternatives to Translation
 - Accountable Talk

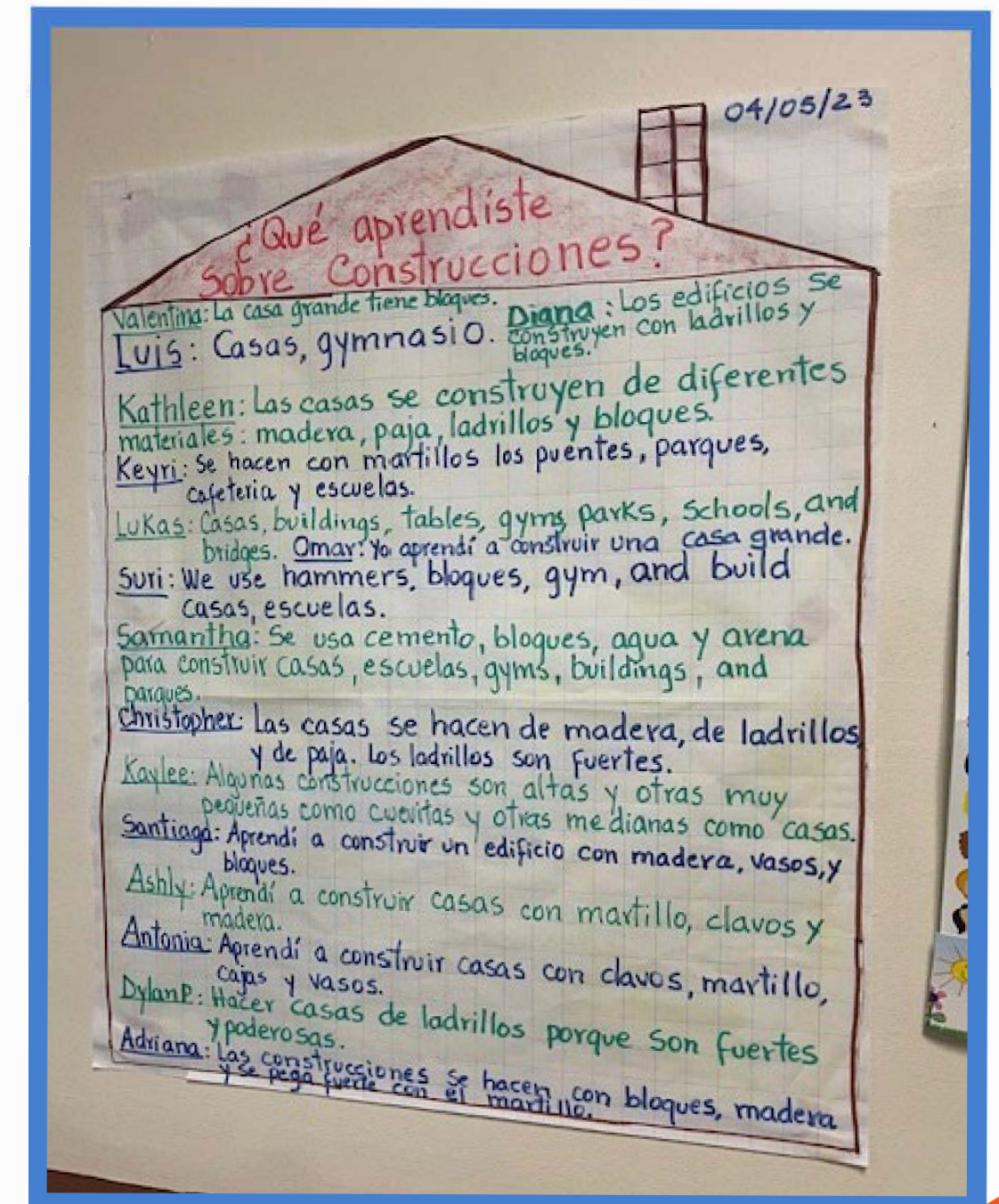
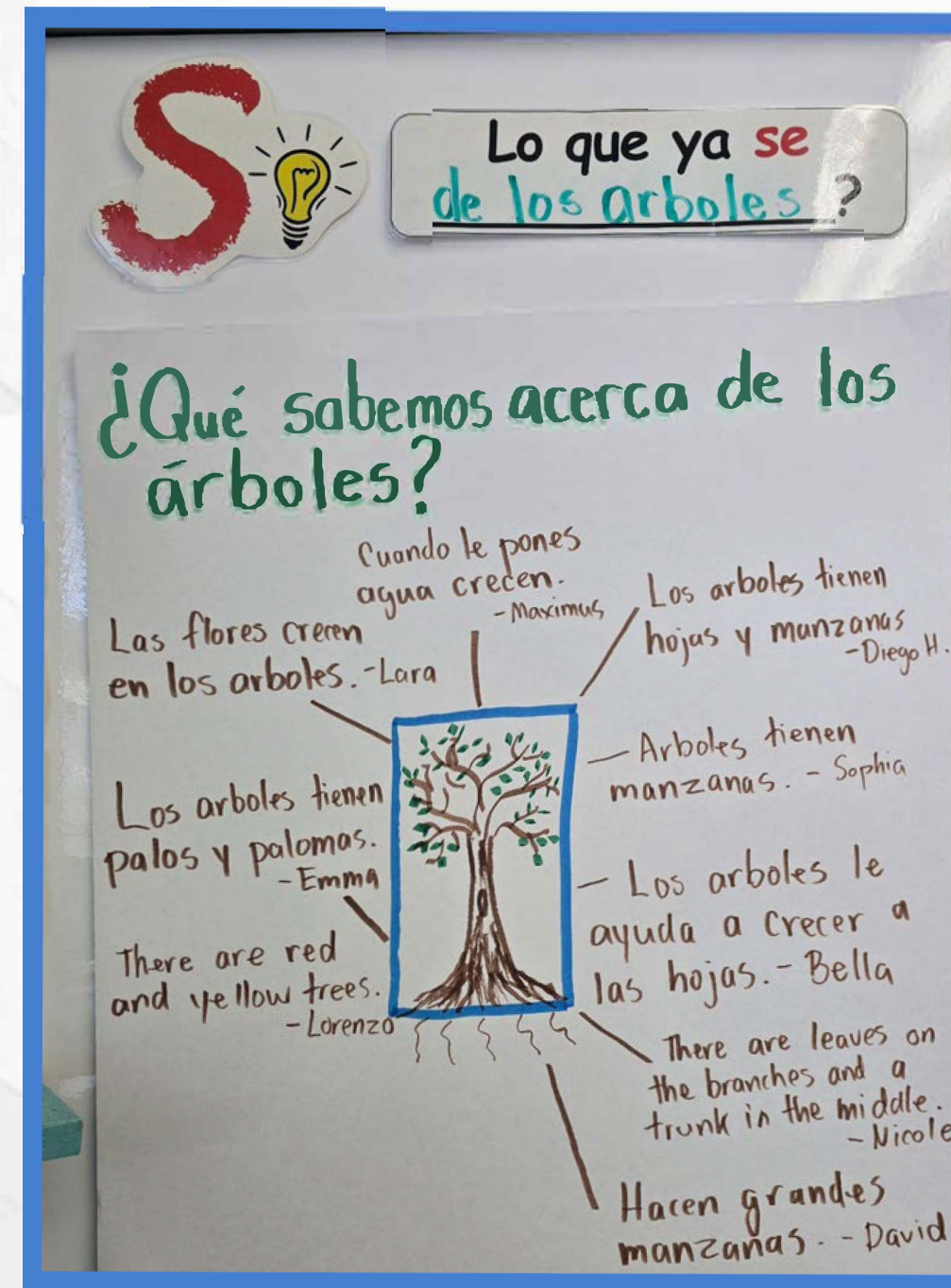
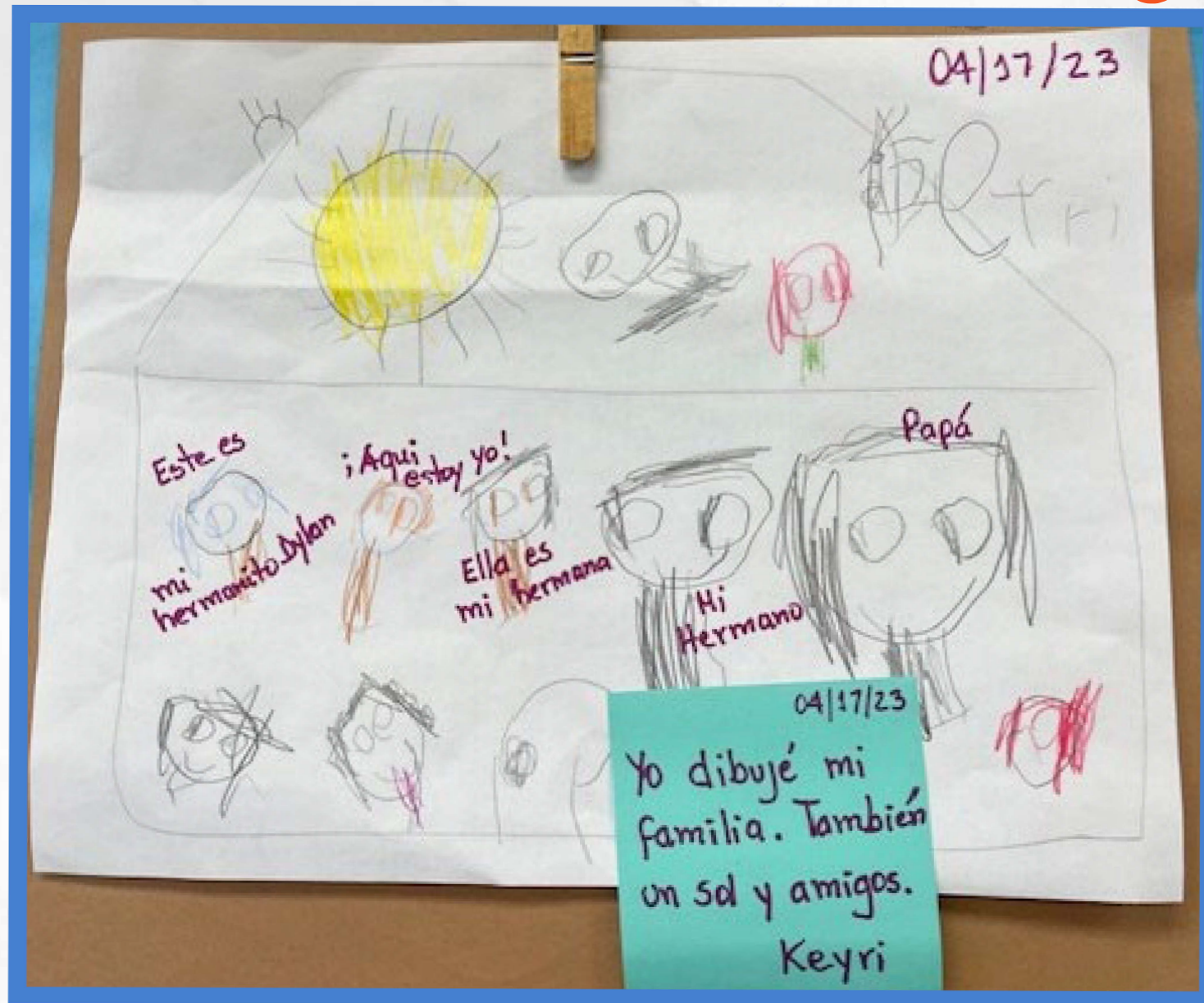
Curriculum & Instruction

- 50:50 Language Allocation
- English Zone & Spanish Zone
- Creative Curriculum in English and Spanish
- Heggerty (Phonemic Instruction) in English and Spanish
- Bilingual Classroom Libraries
- Anchor Charts in English and Spanish
- Learning Centers labeled in English and Spanish



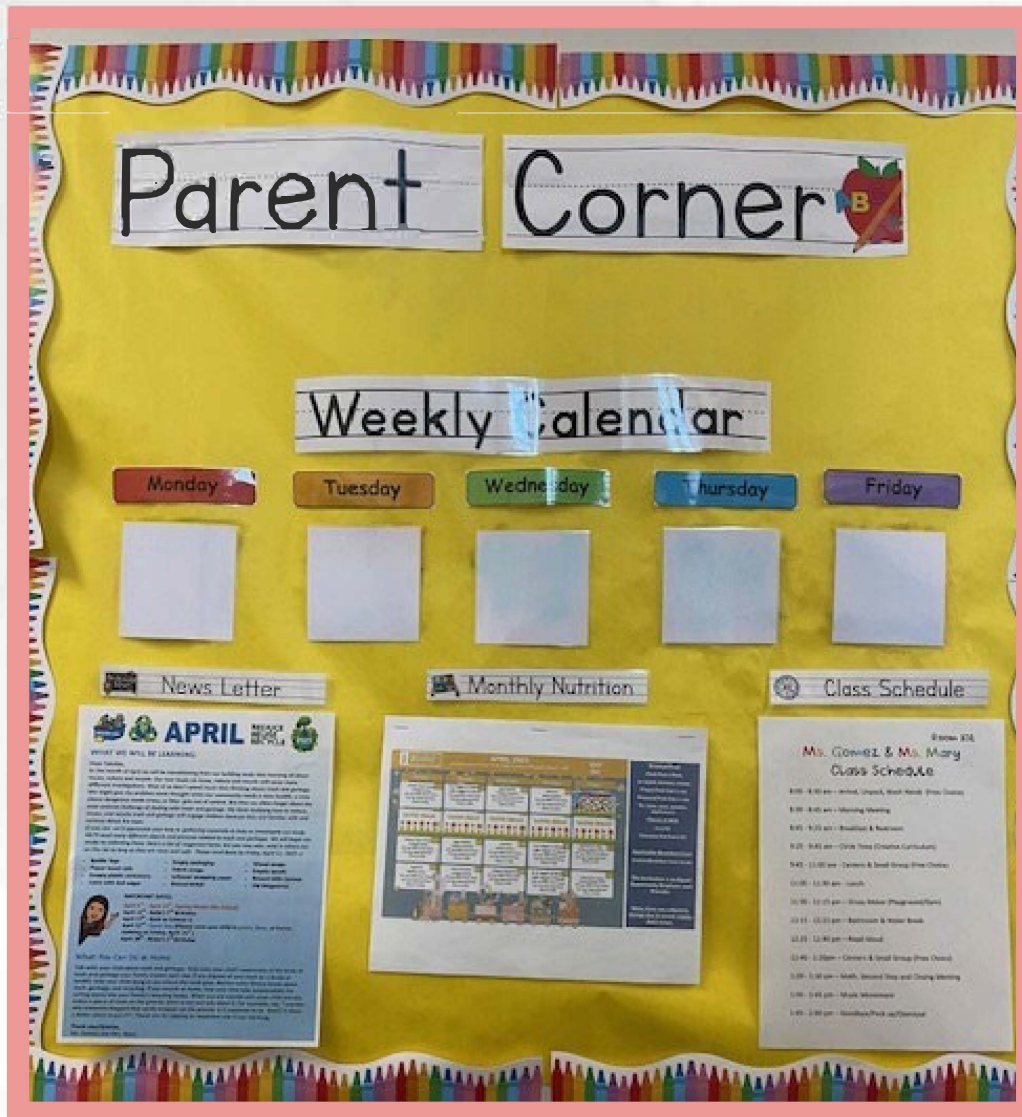
PORT CHESTER-RYE UFSD

Curriculum & Instruction: Leveraging the Home Language

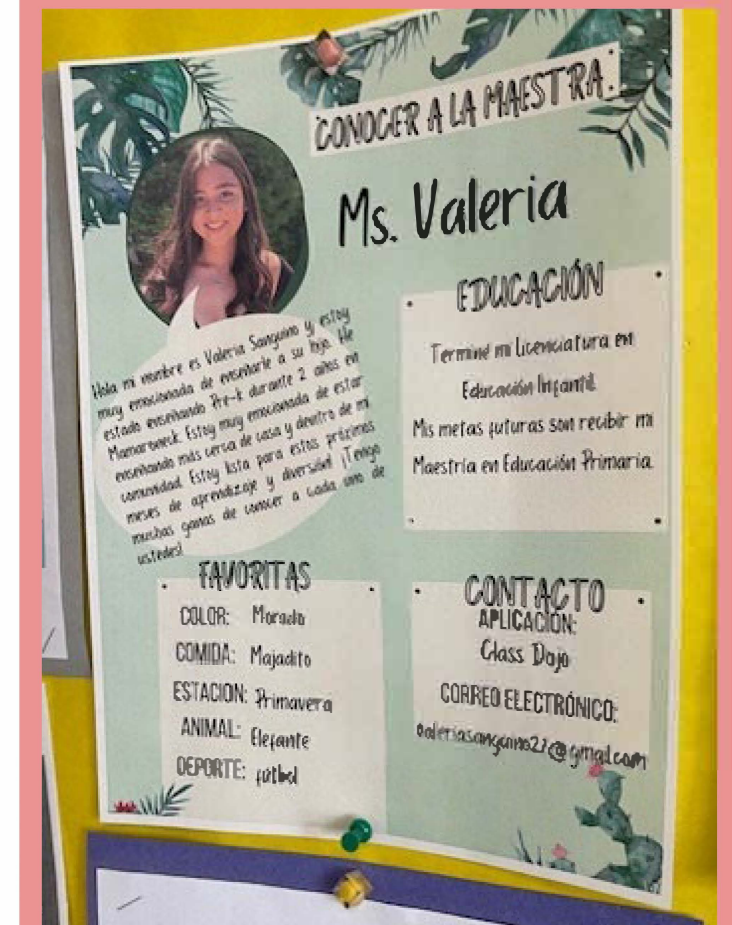


PORT CHESTER-RYE UFSD

Connecting Home, School & Community



- Daily greeting
- Teacher outreach through ClassDojo and phone calls
- Monthly newsletters
- Parent-teacher conferences
- Parent Engagement Events
- Parent Workshops
- All Communication in English and Spanish
- UPK - K Committee
- Community Partners



TURN AND TALK

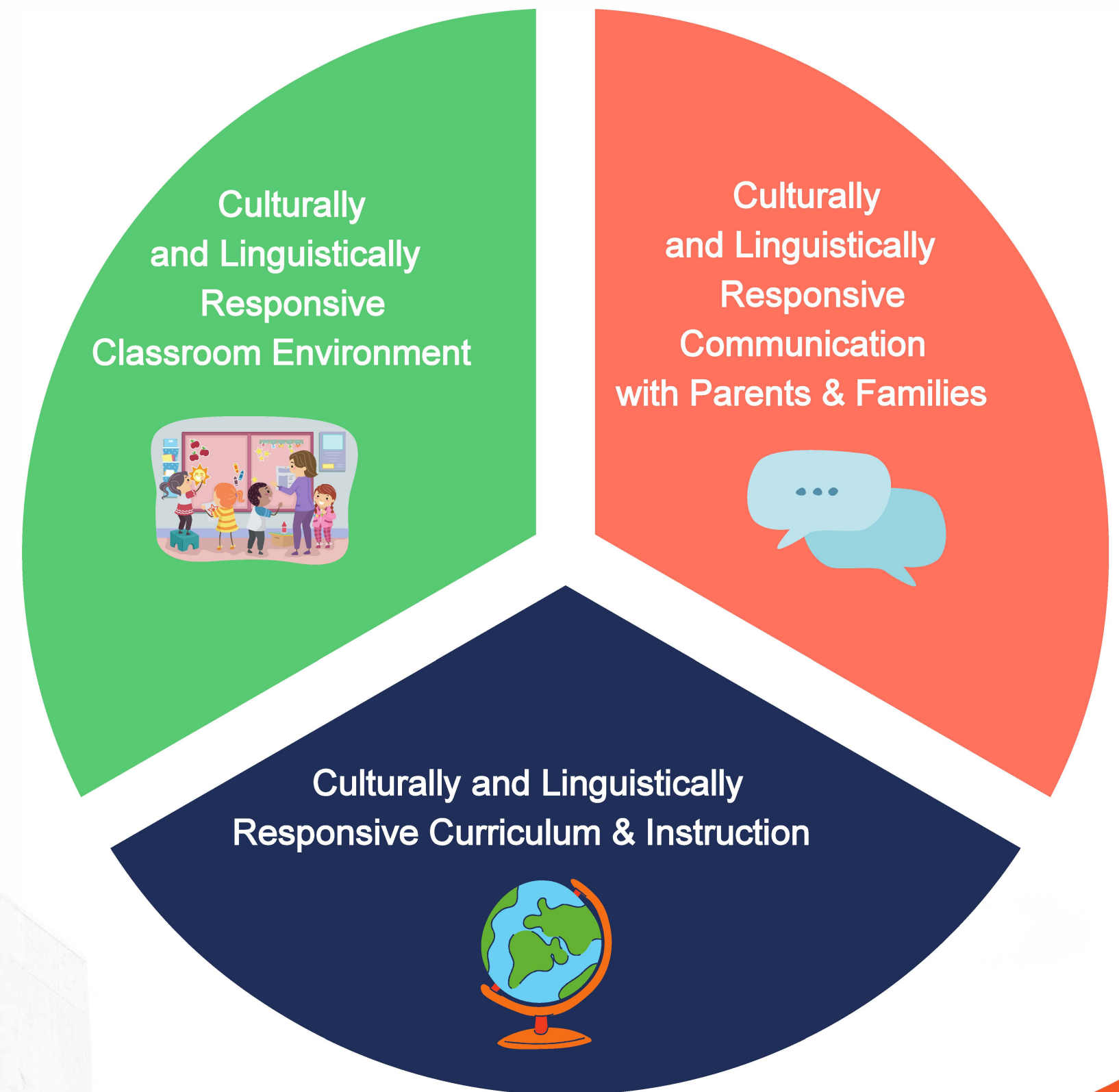
What strategies or practices are you currently using in your classroom or community to support Emergent Multilingual Learners?

What are some new practices you can implement to further support Emergent Multilingual Learners within your program?

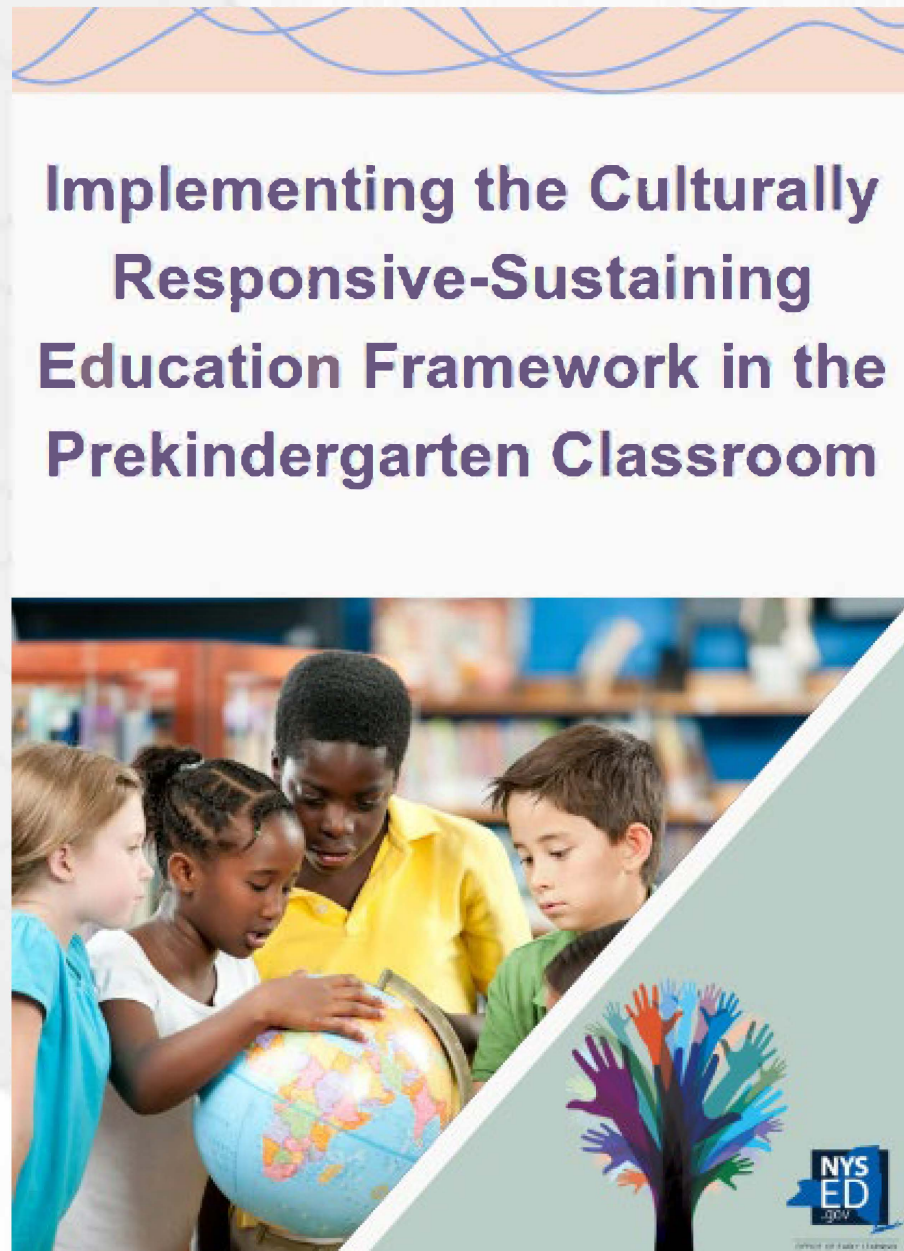
BEST PRACTICES

Features of Supportive Prekindergarten Programs for EMLs

- Culturally and linguistically affirming
- Warm and welcoming
- Inclusive of families
- Communicates with families in home languages
- Highly play -based and social
- Connects to previous experiences
- Language rich
- Differentiated
- Responsive
- Focuses on student's strengths



NEW RESOURCES



[Implementing the Culturally Responsive
Sustaining Education Framework in the
Prekindergarten Classroom](#) -



[Best Practices for Prekindergarten
Classrooms and Programs](#)

CULTURALLY RESPONSIVE-SUSTAINING EDUCATION FRAMEWORK

Implementing the Culturally Responsive-Sustaining Education Framework in the Prekindergarten Classroom



Reflecting on Culturally Responsive Practices



This checklist can be utilized as a reflection tool to determine areas of strengths, possible next steps, and goals in developing culturally responsive practices for the Prekindergarten environment.

Reflection Question	Yes	In Progress	Not Yet
Creating a Welcoming and Affirming Environment			
Do I have toys, books, and learning materials that represent every child in my classroom?			
Do the books in my classroom accurately portray diverse cultures and are free from stereotypes?			
Do I observe and listen carefully to students' conversations and actions to understand their perspective and guide all students in problem solving while learning about other's point of view?			
Do families feel welcomed and viewed as a resource within the classroom community?			
Fostering High Expectations and Rigorous Instruction			
Do I reflect on my own experiences, and culture, and try to become more aware of my implicit bias and how it may affect the students and families in my classroom?			
Do I recognize students' strengths and needs to tailor learning towards the differing abilities, backgrounds, and interests in my classroom?			
Does my language communicate high expectations for all students to model a positive and flexible mindset towards learning and interacting with others?			
Is my communication with families open and encouraging, allowing families to easily share information about their child with me?			

Reflecting on Culturally Responsive Practices



Reflection Question	Yes	In Progress	Not Yet
Identifying Inclusive Curriculum and Assessment			
Do I participate in reviewing the curriculum to look for opportunities to include diverse materials, texts, and voices that reflect my students' experiences and lives?			
Do I use texts, resources, and materials that highlight diverse voices and perspectives to build empathy and understanding for differences and similarities across students' cultures?			
Are instructional units and lessons enhanced through active, cooperative, and authentic teaching methods to engage students in developmentally appropriate ways?			
Do I intentionally learn from families across the entire year and use what I have learned to enhance units of study and lessons for students?			
Engaging in Ongoing Professional Development and Support			
Do I self-reflect on my own identity markers and how they intersect with the similarities and differences of my students and their families?			
Do I value the role that ongoing professional learning plays in helping me to grow as an educator?			
Do I actively participate in various professional learning opportunities and then implement what I have learned to help me cultivate culturally responsive practices?			
Do I make time to analyze classroom data to determine areas for professional growth that support creating a culturally responsive classroom?			

SUPPORTING EMERGENT MULTILINGUAL LEARNERS

Supporting Emergent Multilingual Learners





Best Practices for Prekindergarten Classrooms and Programs



Best Practices for Supporting EMLs in Prekindergarten Programs

Best Practices for Administrators






Supporting EML Students Through the Classroom and School Environment

- 
Ensure the utilization of the EML Language Profile for home language screening upon registration
 - Share information with all necessary staff members
 - Retain a copy in the student's file
- 
Create a welcoming climate that affirms multilingualism and multiculturalism
 - Provide professional learning for all staff, including office and support staff that supports their ability to be inclusive of all families
 - Guarantee accessibility for parents to relevant classroom and program information available in the students' home languages
- 
Create a culturally and linguistically diverse school and classroom environment that encourages all languages to be used and spoken
 - Learn different vocabulary in students' home languages and incorporate this language into the program environment
 - Promote multilingual and multicultural displays by using multilingual signage with visuals
- 
Recognize the current and emerging diversity within the school and local community and view it as a resource for learning and expanding students' educational experiences
 - Review the school, district, and community demographic data to identify the student population
 - Build relationships with community organizations that support school programming and curriculum
 - Create opportunities to center student, family, and community voices



Best Practices for Administrators






Communicating with Parents & Families

- 
Learn about the languages your students' families use and ask which language and method of communication they are most comfortable using
 - Keep in mind that families may have varying levels of literacy in their home languages, so providing a written translation may not always be supportive
- 
Learn about the students' culture to identify the most respectful ways of interacting with families based on awareness of communication norms and preferences.
- 
Utilize the same communication platforms across classrooms and/or all district and CBO-operated sites to ensure consistent parent communication
- 
Provide the use of translation services for families for all communication, especially, but not limited to:
 - Open house
 - School events
 - Parent/teacher conferences
 - One-on-one meetings
 - Calls from the nurse or health office to communicate any health concerns
 - Communication from the principal or any other staff member
- 
Ensure families feel empowered to contact the school with questions, ideas, concerns etc. pertaining to their child



Best Practices for Administrators

Curriculum and Instruction

- 
Establish a PLC that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the overall performance of students
- 
Provide teachers with ongoing opportunities to collaborate and plan lessons and units that incorporate scaffolds for language development
- 
Provide all teaching staff with appropriate professional development opportunities that directly support language development
- 
Allow all teaching staff to observe one another to strengthen their knowledge of best practices for supporting EMLs in the classroom
 - Consider consulting with the district's ENL Department for assistance in best practices for supporting EMLs in the classroom
- 
Ensure the curriculum has rich knowledge-building opportunities for EML students and promotes interaction to support language development



SUPPORTING EMERGENT MULTILINGUAL LEARNERS

Supporting Emergent Multilingual Learners






Best Practices for Prekindergarten Classrooms and Programs

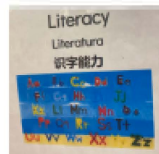


Best Practices for Supporting EMLs in Prekindergarten Programs

Best Practices for Teachers

Supporting EML Students Through the Classroom and School Environment

-  **Familiarize yourself with the students' language and cultural background and experiences**
 - Converse with parents/families throughout the year at conferences, meetings, events, etc.
-  **Encourage all students to be accepting, nurturing, and inclusive of the use of all languages in the classroom by modelling appreciation and curiosity for languages**
 - Use culturally relevant texts, visuals, and encourage students to ask questions
 - Use role-play scenarios or problem-solving circles to help students connect to one another
 - Have personal conversations to understand the student's perspective and to support students in developing empathy and an open mind
-  **Learn different vocabulary in students' home languages and incorporate them into the daily classroom routines**
 - Morning meeting, transitions, dismissal routines, etc.
-  **Create an atmosphere that accepts mistakes and views them as learning experiences and indicators of students' development**
 - Promote a growth mindset so teachers and students feel safe to experiment with their language repertoire and learn new skills in different contexts and activities (e.g., individual, small group, whole group)
-  **Label all materials, centers, furniture pieces, and supplies with a word and a clear picture**
 - Add students' home languages to these labels to reflect the language diversity in the classroom



Best Practices for Teachers

Communicating with Parents & Families

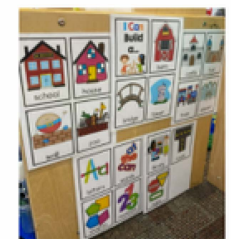
-  **Learn about the languages your students' families use and ask which language and method of communication they are most comfortable using**
 - Keep in mind that families may have varying levels of literacy in their home languages, so providing a written translation may not always be supportive
 - Use the information gathered from families regarding their language and communication style to ensure any and all class communication is provided
-  **When planning for family meetings, conferences, and classroom events, coordinate with administration for the provision of translation services or apps to aid in communication with families**
-  **Learn about the students' cultures to identify the most respectful ways of interacting with families. Build an understanding of communication norms, traditions, and celebrations**
-  **Communicate with families about instructional themes, units, and learning experiences to support conversations about school at home**
 - Share copies of the schedule with families in their preferred language to support conversations at home and build familiarity for the student
 - Share vocabulary words and pictures related to the unit of study



Best Practices for Teachers

Curriculum and Instruction

-  **Incorporate visuals, gestures, dramatizing language, shared experiences, tiered questioning, and real-life materials to develop language development**
 - Use either-or questions to aid in students' understanding
 - Use follow-up questions to elicit more language
-  **Incorporate academic vocabulary in the student's home language throughout all content areas to bridge prior knowledge to new language and concepts**
 - Counting in Math
 - Vocabulary related to Math, Science, Social Studies, ELA etc.
 - Vocabulary related to special areas such as Physical Education, Music, Art, STEAM, Library etc. if applicable
-  **Use wait-time and be mindful your rate of speech is appropriately paced**
 - After asking students a question, pause for at least three extra seconds to allow students time to think and respond
 - Sufficient wait time allows EMLs to process new language and information



TURN AND TALK



*Let's
discuss*

- What features of this resource do you find most useful?
- How do you envision integrating this resource into your program?
- How might this resource help enhance learning environments for EMLs?
- What are some potential benefits or drawbacks of using this resource in your school or district?

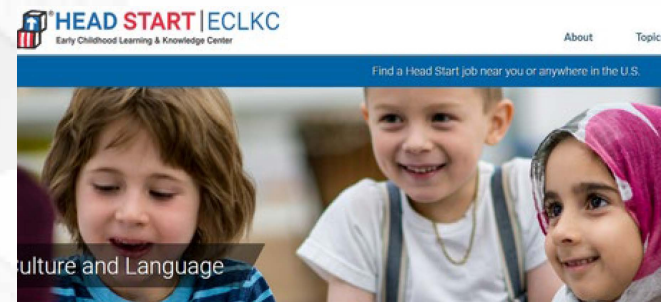
SAMPLE RESOURCES



Resources (Birth - Grade 3)



[NYSED Office of Early Learning](#)



[Professional Learning Guides to Support EMLs](#)



[Reading Rockets Book Finder Page](#)



[NYSED Office of Bilingual Education and World Languages \(OBEWL\)](#)



[National Association for Bilingual Education](#)



[The Office of English Language Acquisition](#)



[Understanding, Validating, and Building on the Language Practices of Emergent Multilingual Learners \(EMLs\) in Prekindergarten - A Guide for PLCs](#)

A Protocol for Emergent Multilingual Learners



[NYSED EMLs in PreK Programs](#)



[Bilingual Education Resources](#)



[8 Strategies for Preschool EMLs](#)



[NAEYC Dual Language Learners Page](#)



QUESTION

AND

ANSWER

tusind tak
謝謝 dakujem vám
ngiyabongga
dziękuję
merci
baie dankie
धन्यवाद molte grazie
suksema
danke
gracias
obrigada
obrigado
teşekkür ederim
tack så mycket
thank
you
takk
gràcies
tānan
dank u
teşekkür edire
mahalo

