



SUPPORTING EMERGENT MULTILINGUAL LEARNERS

**Best Practices for
Prekindergarten
Classrooms and Programs**

March 5, 2025

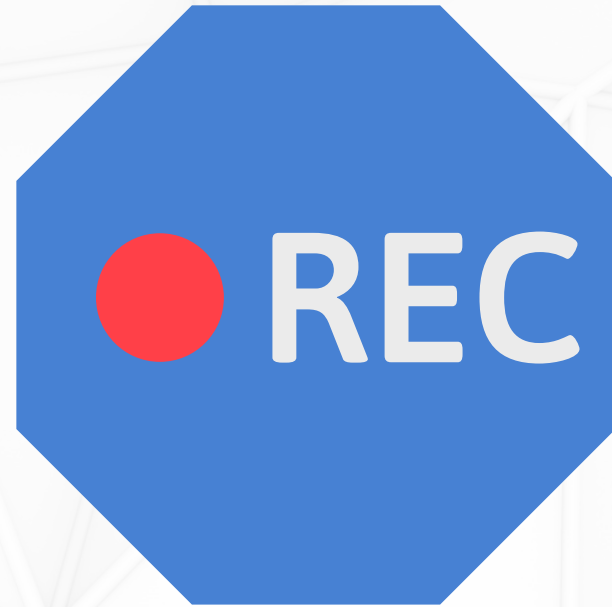
HOUSEKEEPING



**MICROPHONES
MUTED**



**CAMERAS
OFF**



**RECORDING IN
PROGRESS**



Q & A



CHAT FEATURE

PRESENTERS



TANYA AMODIO-KOVACS

**OFFICE OF EARLY
LEARNING**



MICHELLE SIDOTI

**OFFICE OF EARLY
LEARNING**



CARISSA ZUNIGA

**OFFICE OF BILINGUAL
EDUCATION WORLD
LANGUAGES**

PRESENTERS



DR. JENNIFER COGGIO

**EAST RAMAPO
CSD**



TINA LAURO

**EAST RAMAPO
CSD**



SANDRA BRUNDAGE

SALAMANCA CSD



**DR. KATHERINE
SINSBAUGH**

**PORT CHESTER- RYE
UFSD**



**VALERIE
LAKESTREAM**

**PORT CHESTER- RYE
UFSD**

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.



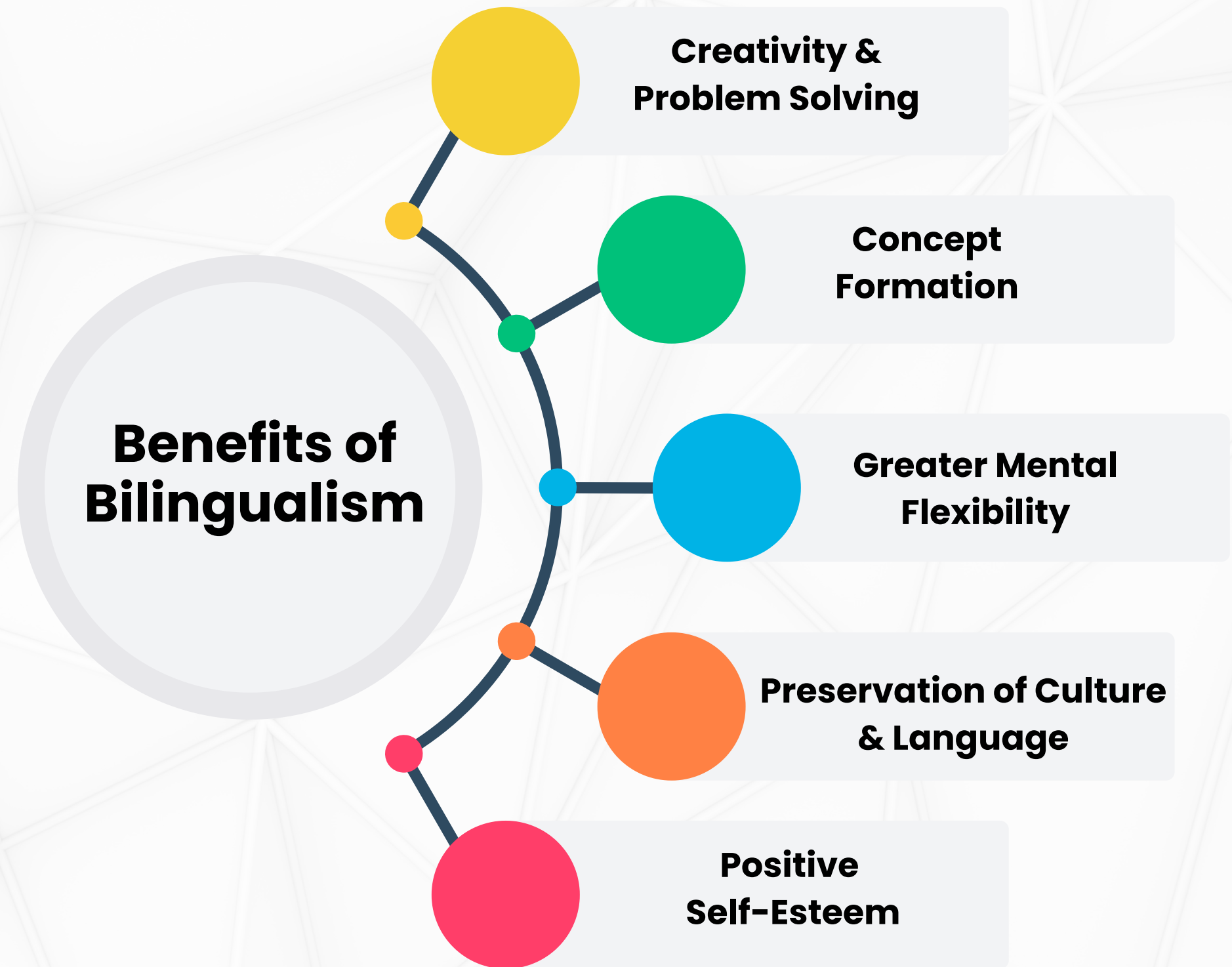
Identify practices that nurture development for ELLs.



BILINGUALISM



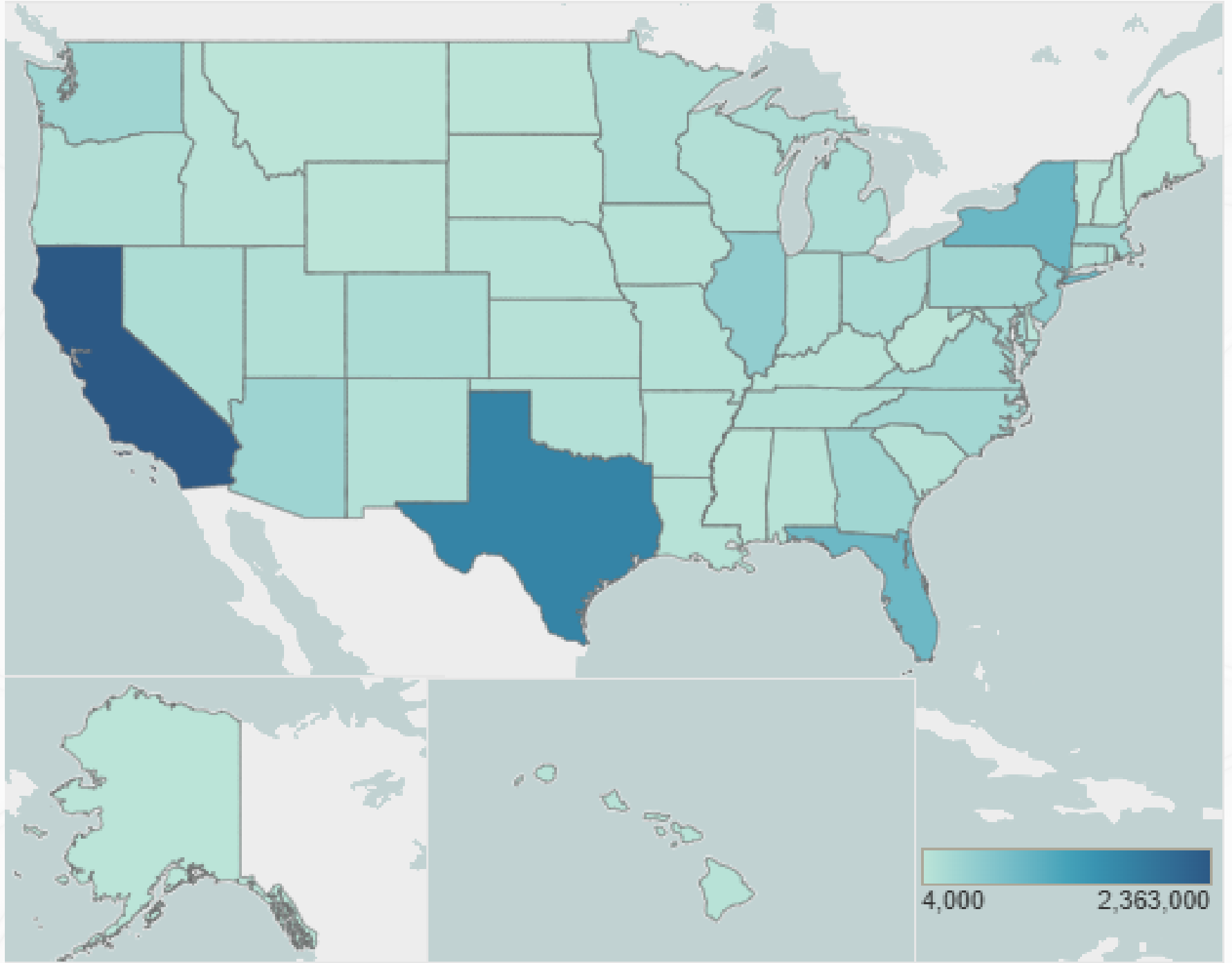
To learn a language is to have one more window from which to look at the world.



*Krashen, Stephen D, and Tracy D Terrell. *The Natural Approach : Language Acquisition in the Classroom*. New York, Phoenix, 1983.

*U.S. Department of Education. (n.d.). *Supporting the development of bilingualism: A guide for educators*. Retrieved December 27, 2024, from <https://www.ed.gov/media/document/bilingual-enpdf-0>

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



More than 10.8 million children 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.

MULTILINGUAL LEARNERS

Multilingual Learner is an umbrella term that includes:

Children identified in grades K-12 as English Language Learners

Former or Ever ELLs

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

Heritage speakers of world languages (includes Emergent Multilingual Learners in Prekindergarten)



Emergent Multilingual Learners in New York State



MULTILINGUAL LEARNERS

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



SCREENING FOR HOME LANGUAGE

Emergent Multilingual Learners 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:	<input type="text"/>
Student Name:	<input type="text"/>
Gender:	<input type="text"/>
Date of Birth:	<input type="text"/>
District or Community Based Organization Name:	<input type="text"/>
Student ID (if applicable):	<input type="text"/>
Name of Person Administering Profile:	<input type="text"/>
Title:	<input type="text"/>

Parent or Person in Parental Relation Information

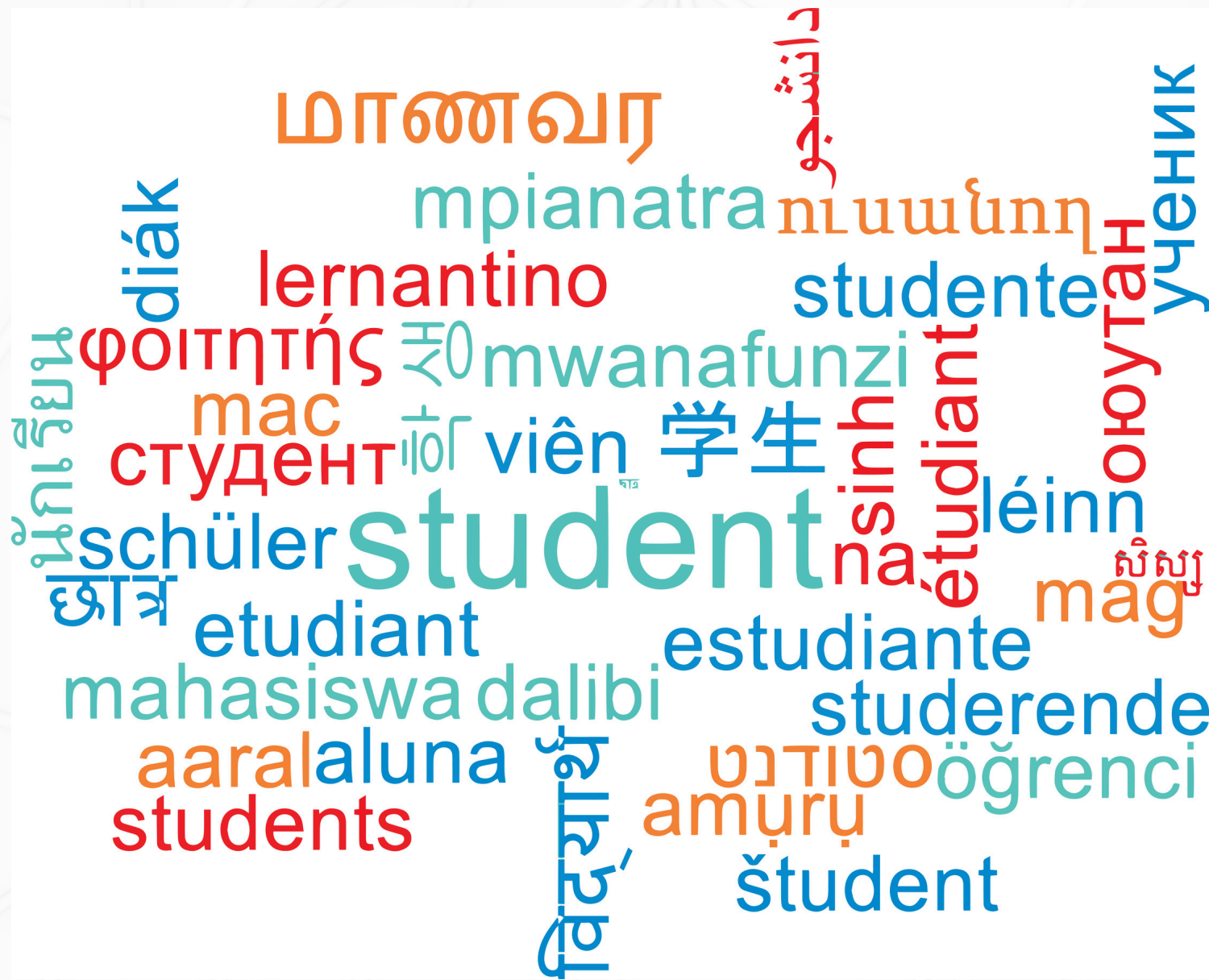
Name of parent or person in parental relation:

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

- In what language(s) do you (parents or guardians) speak to your child at home?
- What is/are the primary language(s) of each parent/guardian in your home? (List all that apply.)
- Is there a caretaker in the home? yes no
If yes, what language(s) does the caretaker speak most frequently?
- What language(s) does your child understand?
- In what language(s) does your child speak with other people?
- Does your child have siblings? yes no
If yes, in what language(s) do the children speak with each other most of the time?



PROTOCOL FOR EMLs IN PREK



EMERGENT MULTILINGUAL LEARNERS IN PREKINDERGARTEN

A Protocol for Identification, Instructional
Planning & Programming



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

EMERGENT MULTILINGUAL LEARNERS LANGUAGE PROFILE PROCESS FOR PREKINDERGARTEN STUDENTS

STEP 1: ADMINISTER THE EMERGENT MULTILINGUAL LEARNERS LANGUAGE PROFILE

Administer the Emergent Multilingual Learners Language Profile to all enrolled Prekindergarten students. If the Profile indicates that a student's home or primary language is other than English, complete each step of this process. The child is an Emergent Multilingual Learner who is entitled to bilingual supports and instruction in the home language while learning English.

STEP 2: FAMILY INTERVIEW AND SOCIAL HISTORY

An interview, preferably in the home language, is conducted with the parent or guardian to learn of the child's language practices. The information on the Profile would inform this interview. The content of this family interview supplements any information gathered on the Emergent Multilingual Learners Language Profile once it is determined that a student has a home or primary language other than English.

STEP 3: CONDUCT INDIVIDUAL INTERVIEW WITH THE CHILD

An interview is conducted with the child in the presence of his/her parent or guardian. It is best practice to conduct the interview bilingually to gauge the child's comfort in his/her languages.

STEP 4: REVIEW OF EXISTING SCREENINGS

All State-funded Prekindergarten programs require initial screenings. At this point, the child's screening results are reviewed to assess emergent literacy or numeracy skills and findings are summarized.

STEP 5: PLANNING FOR PREKINDERGARTEN INSTRUCTION

Ensure that all Emergent Multilingual Learners are provided bilingual supports and instruction in the home language while learning English.

TRANSITIONING TO KINDERGARTEN

All students who will not begin Kindergarten until September of the following school year are considered new entrants to districts and schools. Therefore, districts and schools shall commence the [ELL Screening, Identification, and Placement Process](#) for all Prekindergarten students as per Commissioner's Regulations Part 154-2.3(a) on or after June 1 of the current school year. All information gathered in this Language Profile Process must be maintained in the student's record.

For more information contact: the New York State Education Department Office of Early Learning at (518) 474-5807 or email OEL@nysed.gov or the New York State Education Department Office of Bilingual Education and World Languages at (518) 474-8775 or (718) 722-2445 or email OBEWL@nysed.gov.

October 2017

OVERVIEW OF EMLs



Emergent Multilingual Learners

28,403

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

Top 10 languages spoken by our Prekindergarten EMLs

1	Spanish	6	Arabic
2	Chinese	7	Urdu
3	Yiddish	8	Mandarin
4	Bangla	9	French
5	Russian	10	Haitian-Creole

PAUSE AND REFLECT

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

Please type your answer in the chat.



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



Calendar & Weather

Month: January Year: 2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7				

Today: Tuesday Yesterday: Monday Tomorrow: Wednesday Season: Winter

Today's Weather: Sunny

SKILLS FOR LISTENING

- Eyes:
- Ears:
- Hands:
- Feet:
- Raise Hand:

Days of the Week

Day	Hebrew
Sunday	יום ראשון
Monday	יום שני
Tuesday	יום שלישי
Wednesday	יום רביעי
Thursday	יום חמישי
Friday	יום שישי
Saturday	יום שבת

Shabbat Roles: Ezra (Shabbat Abba), Tzofia (Shabbat Imma), Netanel (Table Helper), Kira (Line Leader), Day (Door Holder), Ezra (Table Helper), Tzofia (Shabbat Imma), Netanel (Table Helper), Kira (Line Leader), Day (Door Holder), Ezra (Table Helper), Tzofia (Shabbat Imma), Netanel (Table Helper), Kira (Line Leader), Day (Door Holder).

Hebrew Numbers: א, ב, ג, ד, ה, ו, ז, ח, ט, י, כ, ל, מ, נ, ס, ע, פ, ק, ר, ש, ז

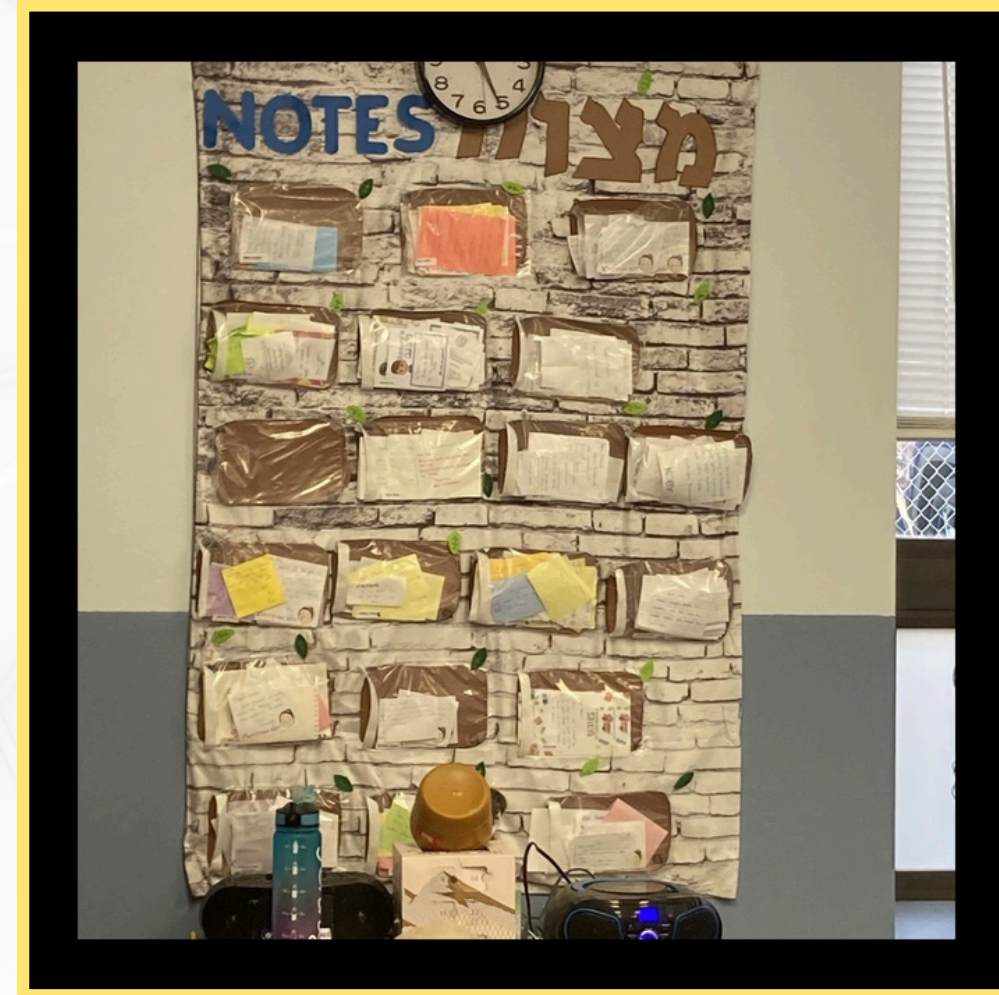
How to wash your hands...

1. Wet your hands.
2. Use soap.
3. Scrub your hands.
4. Rinse with water.
5. Dry your hands with a towel.

Cómo lavar las manos...

1. Moja las manos.
2. Usa jabón.
3. Frota las manos.
4. Enjuaga con agua.
5. Seca las manos con una toalla.

EAST RAMAPO CSD



Creating Culturally Responsive Dramatic Play Centers

Bilingual Language-Rich Environments



Center Labels



Classroom Labels



Best Practices for Supporting EMLS

Salamanca CSD



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



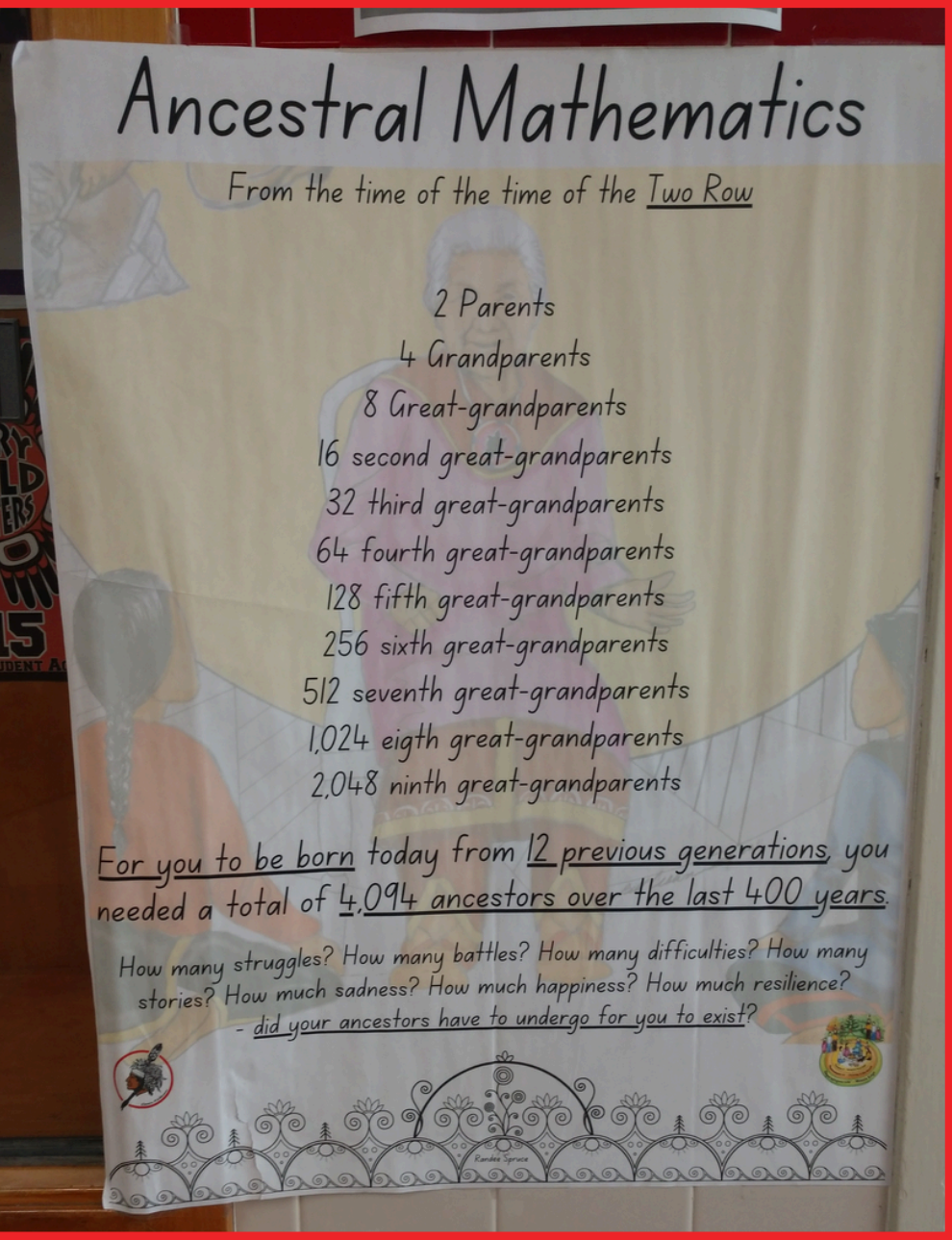
Ancestral Mathematics

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 resilience?
- did your ancestors have to undergo for you to exist?



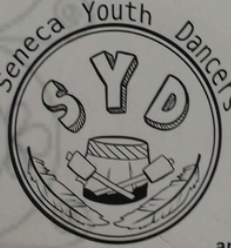
S.Y.D.

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!

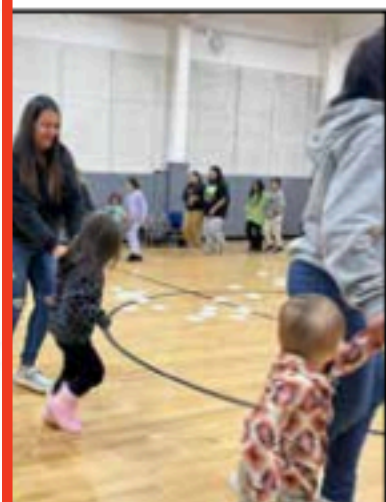
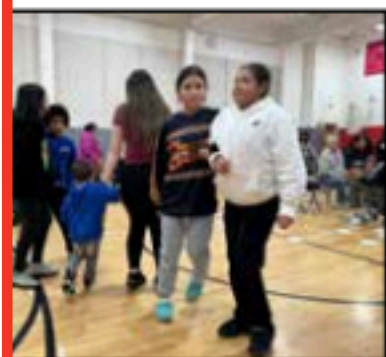


Info/Help, contact:
Aaron Miller
716-945-2400 x4947
amiller@salamancany.org



STRENGTH VI DETERMINATION
RESILIENCY

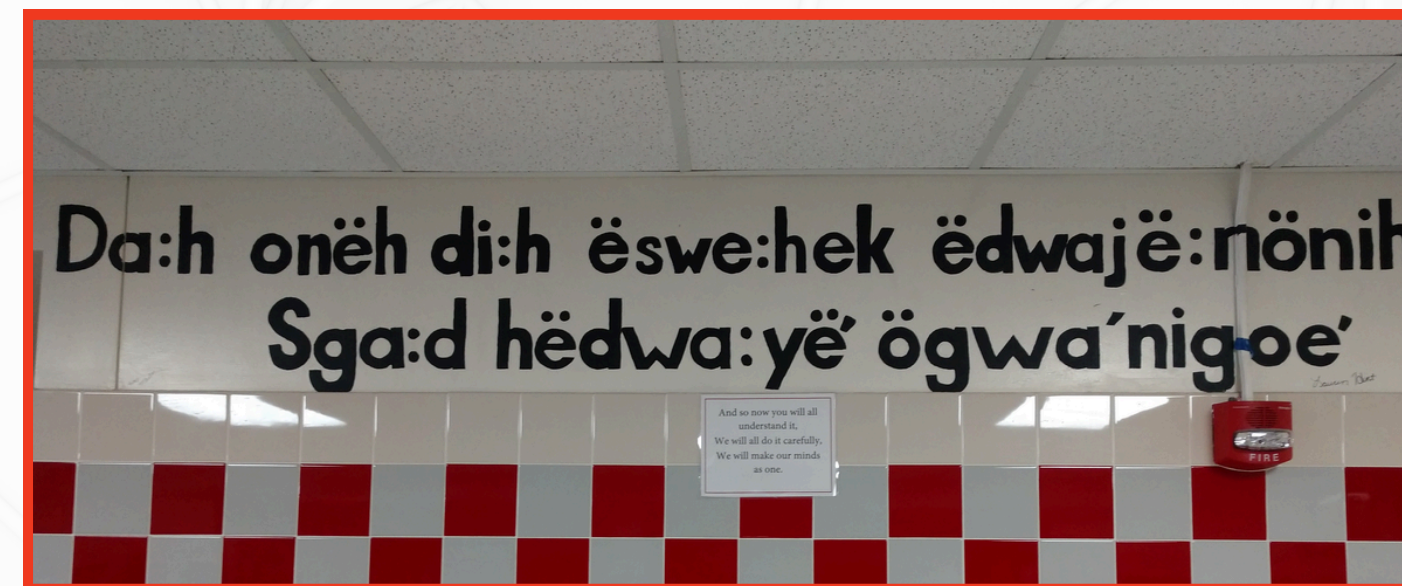




SENECA YOUTH DANCERS HOST CAKE WALK SOCIAL FUNDRAISER

Seneca Youth Dancers once again blew the roof off the Auxiliary Gym! We had an incredible turn out with a record-breaking number of student and family member participants in attendance for the SYD Cake Walk Social Fundraiser in March, (63 Total)!! We encourage all students to bring the family and friends to SYD/SYD Events as we are promoting a family friendly environment/engagement and Cultural Literacy through Seneca song, dance, and tradition.

Be sure to follow the Salamanca Indigenous Parent Committee Facebook page for events and information - <https://www.facebook.com/salamancaIPC>





Ogwenyöh Ęsga'dage:ha'
Sesënönih?

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

Can you help me put it away?

Ohsóhgwa'shō'öh



Gwëhdä:'ë:' Gëöya'ë:' Ojitgwä:'ë:'

O'sheä'ë:' Deyódetgwëhdëön Ganëhdaikö' O:ya'ë'

Gagë:ën O'gë:'ë:' Dzë:sda'ë:' Óisgwanyë'da'ë:'



No'yëh (note-yeh)
Mother



Best Practices for Supporting EMLs

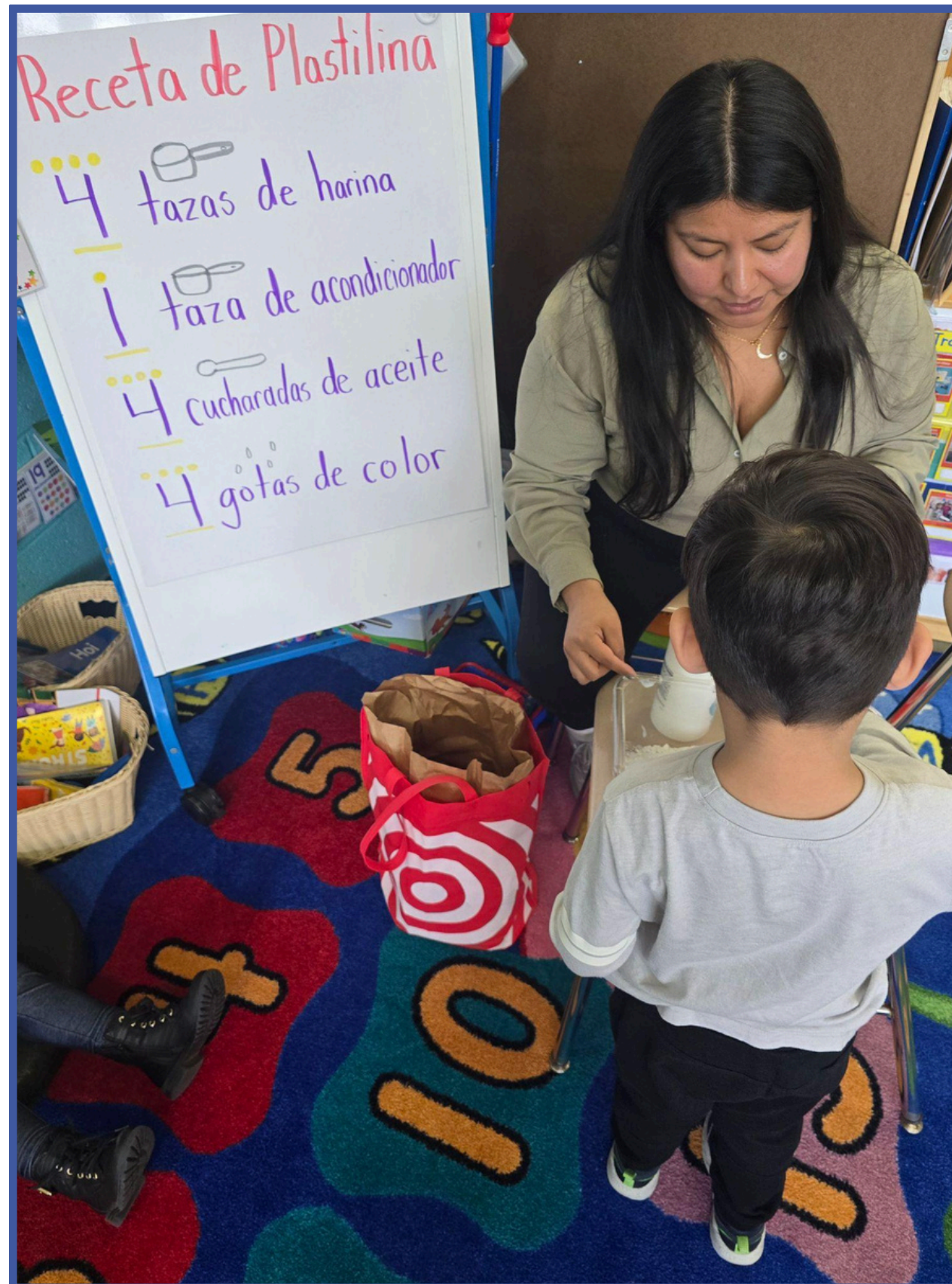
Port Chester–Rye CSD



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.

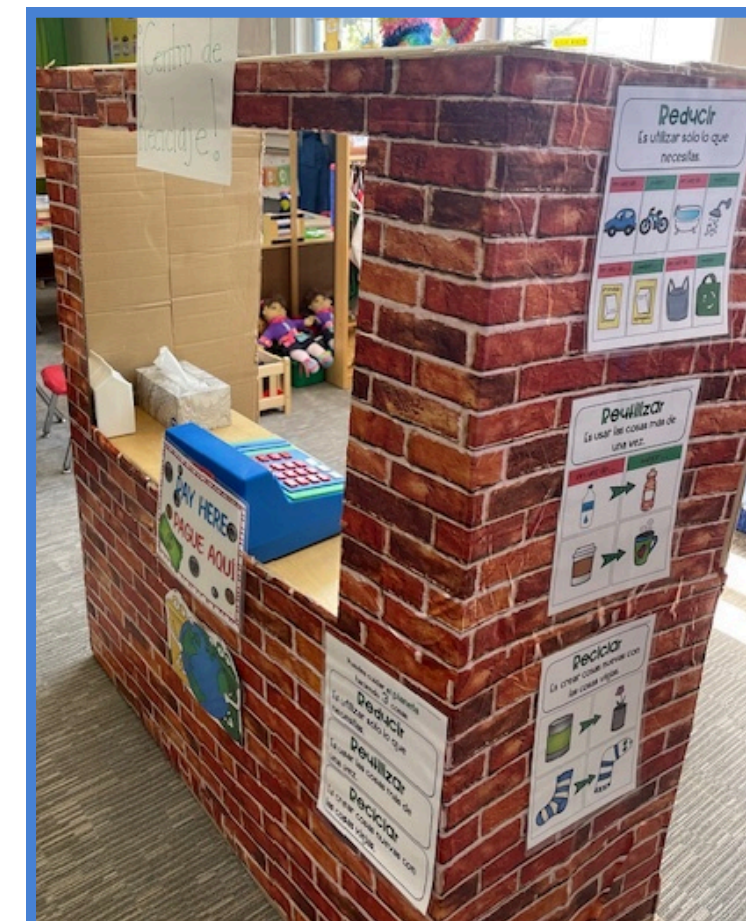
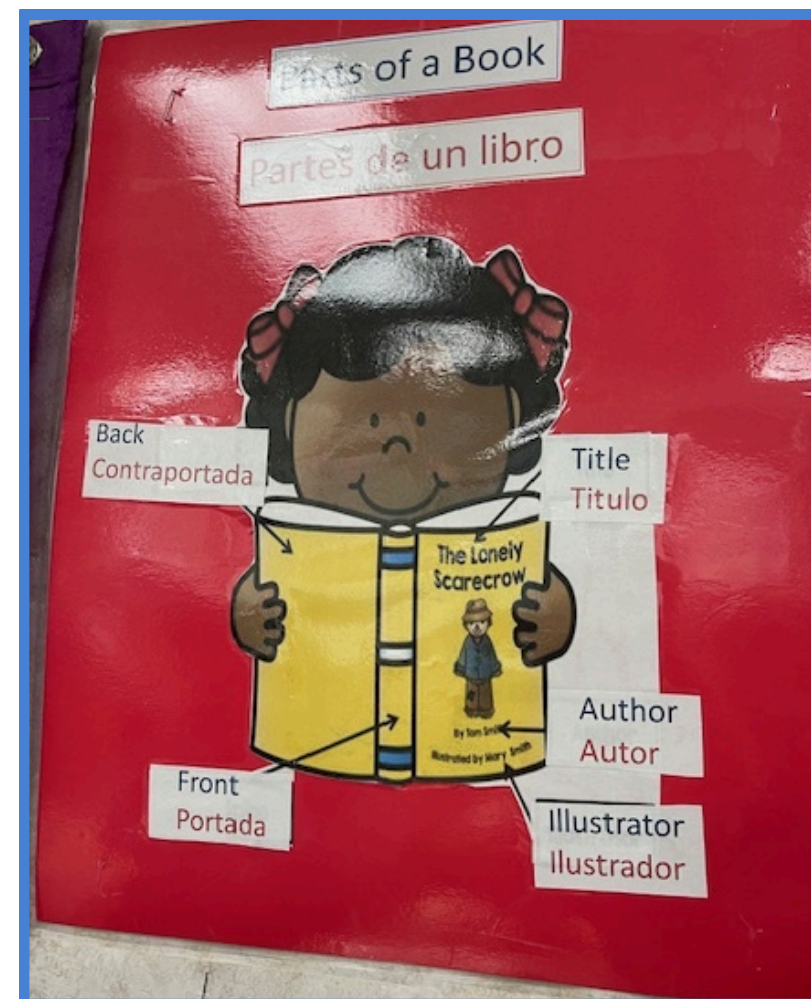
Professional Development:

- 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

PORT CHESTER RYE UFSD

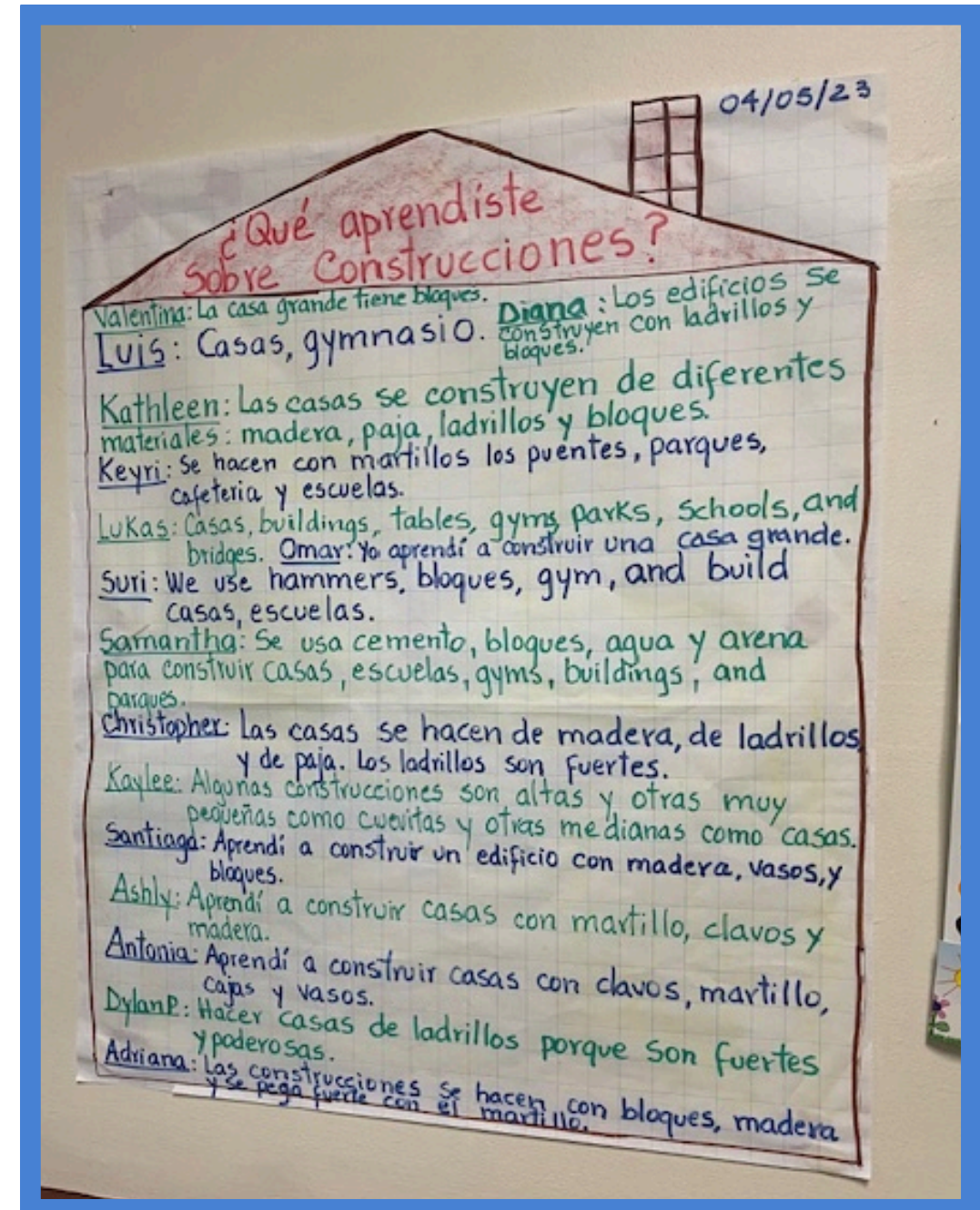
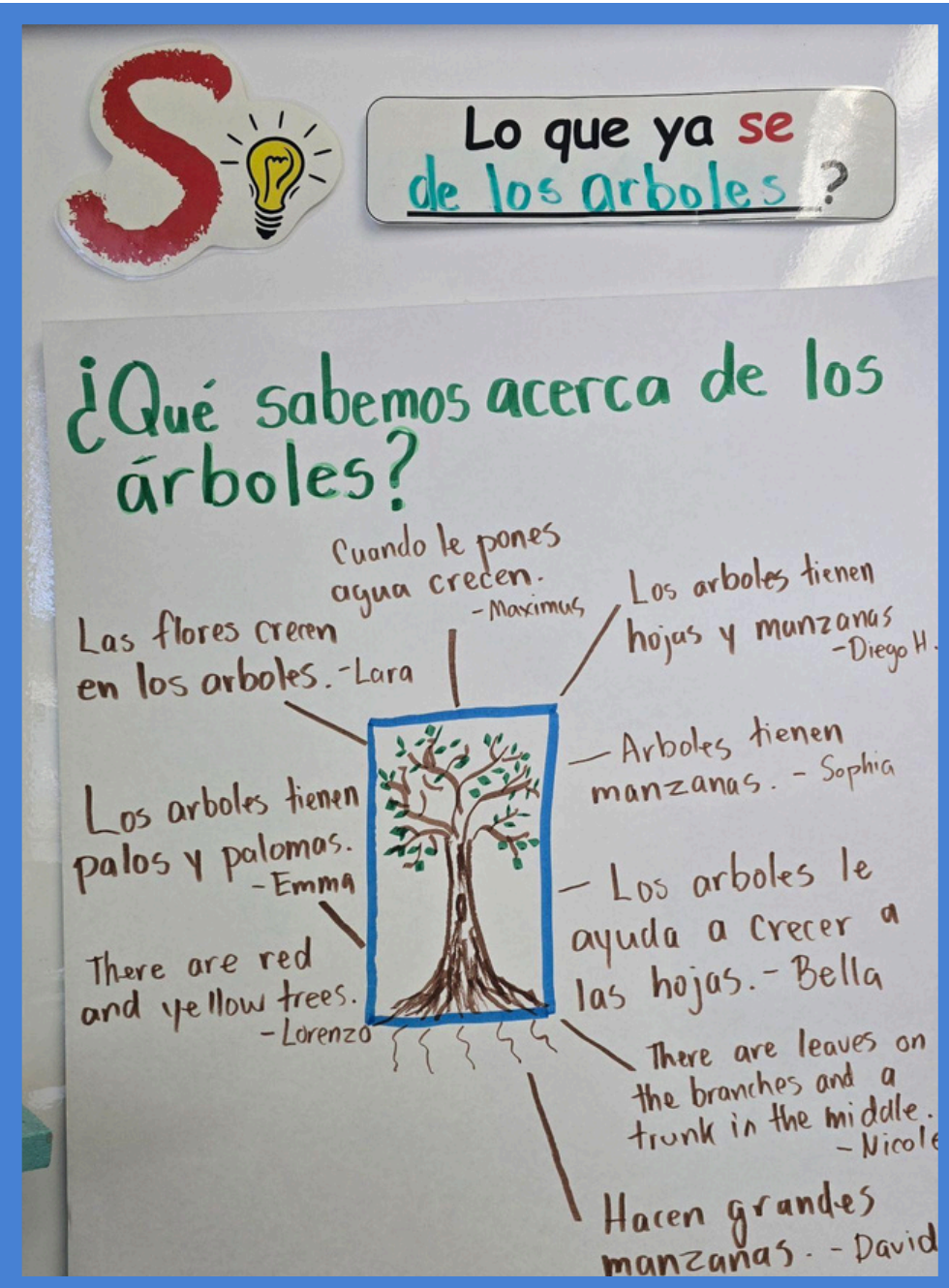
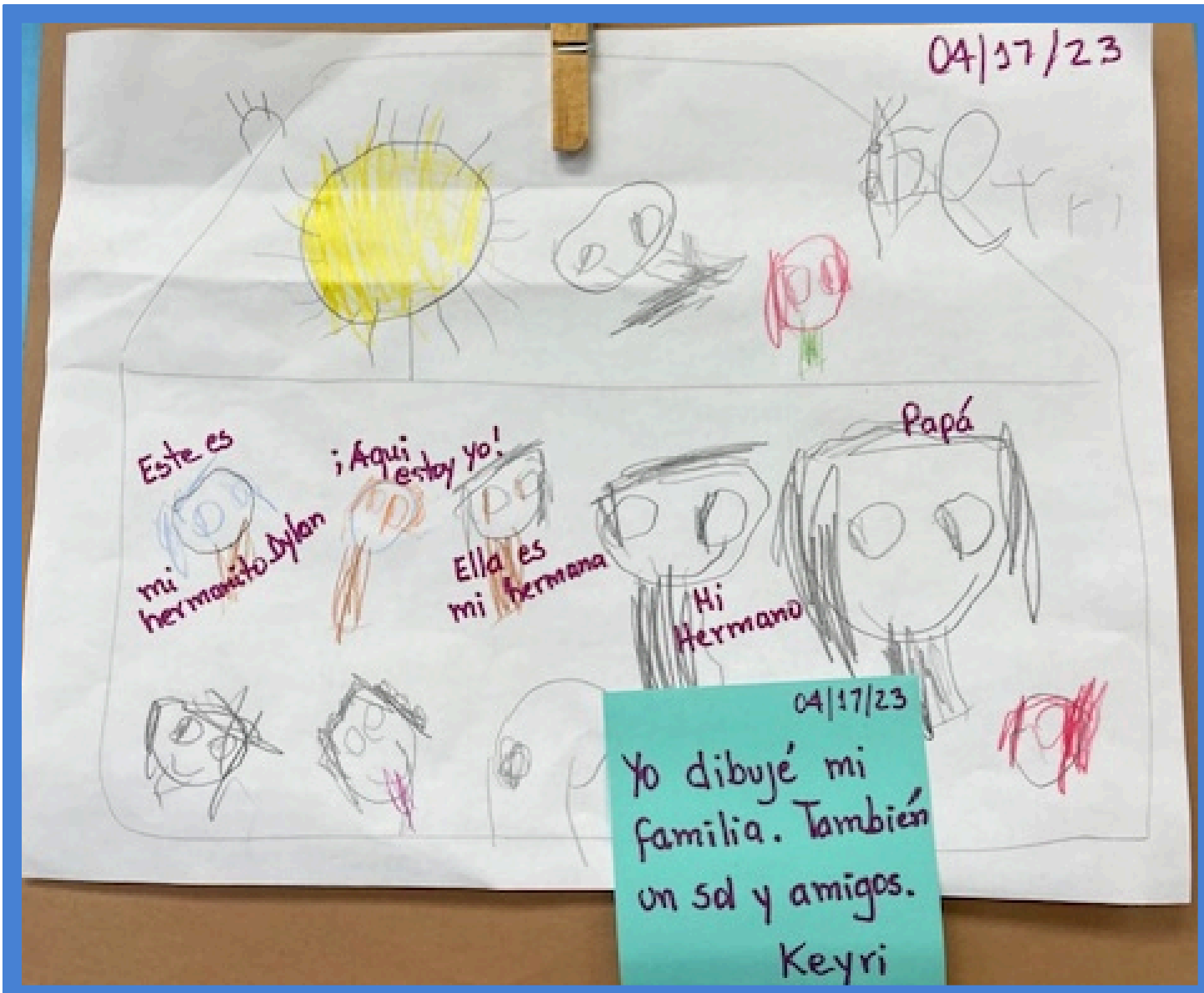
Curriculum & Instruction

- 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

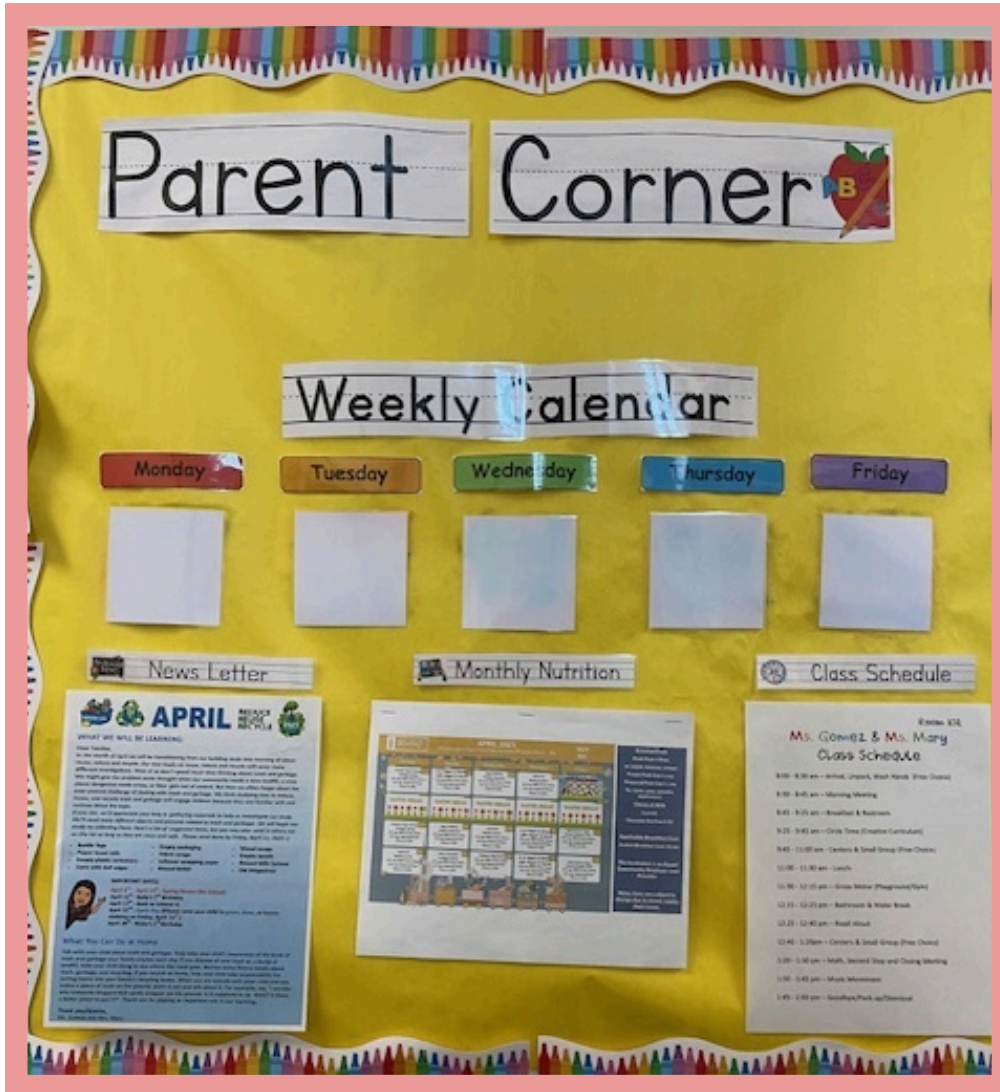


Additional classroom displays and materials.

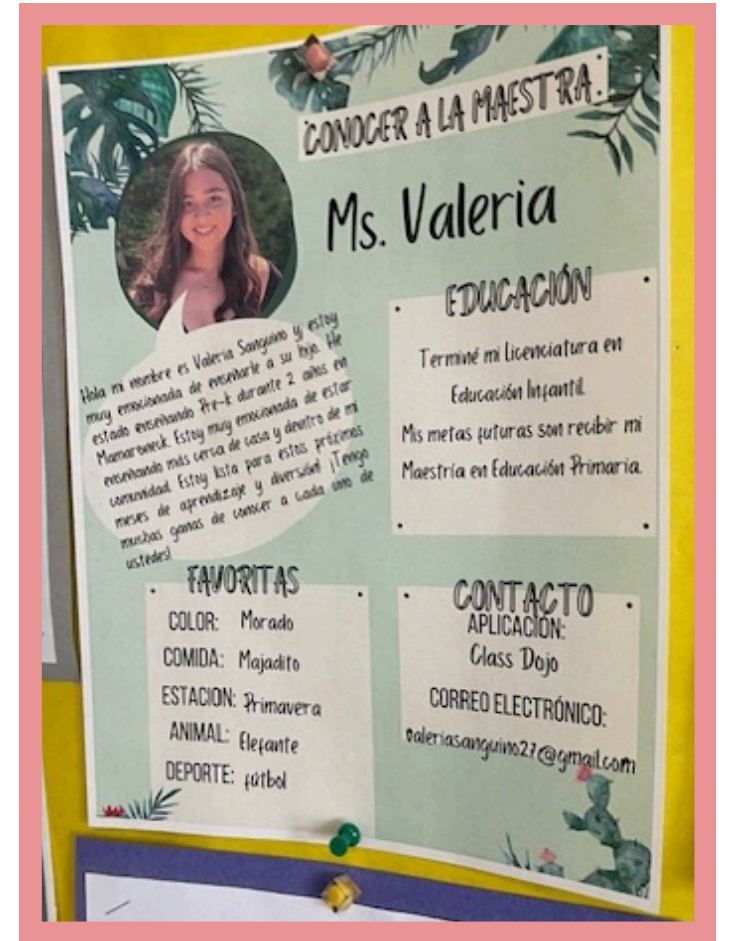
Curriculum & Instruction: Leveraging the Home Language



Connecting the Home, School & Community



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



PAUSE AND REFLECT

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?

Please type your answer in the chat.



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
- Focus on student's strengths

**Culturally
and Linguistically
Responsive
Classroom Environment**



**Culturally
and Linguistically
Responsive
Communication
with Parents & Families**



**Culturally and Linguistically
Responsive Curriculum & Instruction**



Newly Added Resources for Supporting EMLs

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



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



Supporting Emergent Multilingual Learners: Best Practices for Prekindergarten Classrooms and Programs



Sample Resources for Supporting EMLs

Resources (Birth - Grade 3)



[NYSED Office of Early Learning](#)



[Reading Rockets Book Finder Page](#)



[Professional Learning Guides to Support EMLs](#)



[NAEYC Dual Language Learners Page](#)



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



[National Association for Bilingual Education](#)



[The Office of English Language Acquisition](#)



[8 Strategies for Preschool EMLs](#)



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



[NYSED EMLs in PreK Programs](#)



[Bilingual Education Resources](#)



QUESTION
AND
ANSWER





Office of Early Learning



(518) 474-5807



OEL@nysed.gov



www.nysed.gov/early-learning

Office of Bilingual Education and World Languages



(518) 474-5807



OBEWL@nysed.gov



www.nysed.gov/bilingual-ed