

Guidance for Implementing the Emergent Multilingual Learners Language Profile Protocol (EMLLPP)

August 2020

Introduction

The Emergent Multilingual Learners Language Profile Protocol (EMLLPP) supports early childhood teaching teams in advancing positive outcomes for Emergent Multilingual Learner (EMLLs) children and families. The EMLLPP was developed by the [New York State Education Department's Office of Early Learning](#), and utilizes a comprehensive home language survey, includes a family interview, and supports teaching teams in planning instruction for EMLLs. Note that using the EMLLPP is optional, but encouraged.

Using the EMLLPP will support teaching teams in gaining valuable information about Emergent Multilingual Learners (EMLLs), promote strong instructional and family engagement practices, and strengthen the language and literacy development of children in their home language and in English.

The EMLLPP draws from research indicating that there are many advantages associated with sustaining a young child's home language while he or she is acquiring English. Using the child's home language can help them navigate a new environment and bridge learning at school with experiences they bring from home.¹

The EMLLPP is aligned to the Division of Early Childhood Education's [Early Childhood Framework for Quality \(EFQ\)](#), and supports teaching teams with respecting and valuing differences (EFQ 1), advancing play-based learning and responsive instruction (EFQ3), and promoting families' roles as primary caregivers, teachers, and advocates (EFQ 4).

Overview

The Emergent Multilingual Learners Language Profile (EMLLPP) is part of a six-step process:

1. [The child's family completes the EMLLPP home language survey.](#)
2. [The teaching team interviews the family for a social history.](#)
3. [The teaching team interacts with the child.](#)
4. [The teaching team reviews screenings.](#)
5. [The teaching team plans for instruction.](#)
6. [The teaching team supports the transition to the next grade level.](#)

Timeline

¹ Bialystok, E. (2007). Acquisition of literacy in bilingual children: A framework for research. *Language Learning, Vol. 57*, pp. 45-77.

First 2 months of school			Beginning of the school year. ²	Throughout the school year.	End of the school year.
Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
<u>The child's family completes the EMLLPP home language survey.</u>	<u>The teaching team interviews the family for a social history.</u>	<u>The teaching team interacts with the child.</u>	<u>The teaching team reviews screenings.</u>	<u>The teaching team plans for instruction.</u>	<u>The teaching team supports the transition to the next grade level.</u>

² For a complete description of NYCDOE requirements for developmental screening in all program types, including timeline requirements, visit the [Developmental Screening and Authentic Assessment website](#).

Step 1: The child's family completes the EMLLPP home language survey

Purpose

Research points to differences between the language development of monolingual and multilingual children.

Responses to questions from the home language survey can inform planning for Emergent Multilingual Learners (EMLLs) as follows:

- ***Languages Spoken in the Home:*** Questions about the child's developmental milestones in speaking provide important clues about multilingual language development. This section explores what the child experiences at home: What languages are spoken? What are the languages of the child's parents or guardians? What languages are spoken among siblings? **From this section, early childhood teaching teams can identify the individuals in the home who can share in the child's learning, and link learning between the home and school.**
- ***Languages Spoken Outside the Home/Family:*** In the 3-K/Pre-K survey, this section provides information about the child's broader experiences with parents or guardians and peers outside the home. What has been the child's exposure to English? For example, has exposure to English occurred in social interactions, including a range of activities in diverse early childhood settings, or in more isolated activities such as watching television? **Knowing this information is important for planning for a child's adjustment to school as well as for personalizing instruction.**
- ***Language Goals:*** This section reminds teaching teams that language learning is intentional and purposeful. Some families see great value in having their children become bilingual or multilingual. It may represent a connection to culture and heritage and/or it may stem from values about how children should be educated. Children from multilingual households benefit from continued multilingual support in school.
- ***Emergent Literacy:*** This section provides valuable information about a child's emergent literacy and makes the important connection between language and literacy. The information from this section helps teaching teams gauge a child's exposure to complex concepts, depth of vocabulary, and exposure to formal language. These competencies or attitudes can be developed in any language; once learned, they facilitate the development of emergent literacy skills in English.

Timing

The Emergent Multilingual Learners Language Profile Protocol (EMLLPP) home language survey should be administered at the beginning of the school year. Please note that there are two different surveys: one for 3 and 4-year-olds, and the other is a modified survey for infants and toddlers. You can access the surveys on the [Supporting Emergent Multilingual Learners website](#):

- EMLLPP home language survey for 3 and 4-year-olds
- EMLLPP home language modified survey for infants and toddlers

Key Considerations:

- Teaching teams may send the survey home for families to complete, or may choose to combine steps 1 and 2 of the protocol (complete the survey together with the family, while also interviewing the family for a social history).

- The survey can be sent and returned electronically, should that facilitate the process for some families.
- Alternatively, teaching teams may schedule a call or virtual/video conference meeting with the family to complete the survey together (conducting steps 1 and 2 of the protocol together).
- It is good practice to connect with families in the language or mode of communication which they best understand. If needed, programs can access over-the-phone interpretation services. More information on language supports can be found on our [Building Family-Community Relationships website](#).
- Some parents or guardians may require additional support in reading or writing responses. For these families, we encourage you to complete the survey together with the family via a call, virtual meeting, or in-person meeting (using your program's health and safety protocols).
- The **survey for 3 and 4-year-olds** is available in 24 language translations provided by NYSED.³ 9 of the translations in the DOE languages are available on the [Supporting Emergent Multilingual Learners website](#). The remainder of the translations are available on the [NYSED website](#).
- The **modified survey for infants and toddlers** is available in the 9 DOE languages. The surveys are available on the [Supporting Emergent Multilingual Learners website](#).
- The information collected from the survey should be kept strictly confidential, and should remain solely in the child's portfolio.

³ The 33 and 4-year-old survey is available in the following languages: Albanian, Arabic, Bengali, Burmese, Chinese, English, French, Fulah, Haitian Creole, Hindi, Japanese, Karen, Korean, Nepali, Polish, Portuguese, Punjabi, Russian, Spanish, Somali, Ukrainian, Urdu, Uzbek, Vietnamese, Yiddish.

Step 2: The teaching team interviews the family for a social history

Purpose

As you know, interviewing a family about their goals for their child can help set up you and the family for a successful school year. Gathering a child's social history is an opportunity for you to learn about the family, who can tell the child's "story." **This is a moment to engage a family and learn from them. Together, family members and teaching teams can devise a plan for activities and experiences that support the home language.** These may include reading in the home language, conducting at-home learning opportunities in the home language, targeting specific vocabulary words, etc. These questions are intended to better understand a child's use of language, **not** to assess a child's school readiness skills.

Timing

The family interview should take place at the beginning of the school year.

Family Interview Sample Questions

Teaching teams do not need to ask all of the sample questions listed below; these questions are meant to spark a conversation and to gather information about the family's social history and language use.

Responses to these questions will support teaching teams in designing instructional goals for each child, and anticipate what the child may need to meet these goals.

Teaching teams should emphasize that the family interview and all other steps of the EMLLPP are **not an assessment** of the child or the family. Rather, information gathered from the EMLLPP about the child's exposure to language can be used to better support the child's learning and growth.

Sample questions:

- What activities does your family do together?
- Are there any family traditions that are particularly important to you?
- How would you describe your child's personality?
- What does the relationship between your child and their siblings look like? (if applicable)
- What languages do other adults in the household speak to your child most often at home? (if applicable)
- What are your language goals for your child?
- What have you observed about how your child communicates?
- **[For 3 and 4-year-olds]** In what language(s) does your child pretend play?
- **[For infants/toddlers]** In what language(s) do you speak to your child most often at home?

Key Considerations

- Teaching teams should schedule a 10-15 minute interview with each family. Interviews can occur remotely (via phone or virtual meeting), or in-person (using your program's health and safety protocols).
 - Teaching teams can schedule a time to complete the EMLPP home language survey together with the family (Step 1), while also interviewing the family for a social history (Step 2). This may facilitate scheduling with a busy family.
- You can use the sample questions included in this section, or different questions you may have in order to

gather a rich social history of the family.

- It is best practice to conduct the interview in the family's home language. If needed, programs can access over-the-phone interpretation services. More information on language supports can be found on our [Building Family-Community Relationships website](#).

Step 3: The teaching team interacts with the child

Purpose

The purpose of interacting and speaking with the child is to observe how the child uses language and how the child communicates non-verbally.

- For **3 and 4-year-olds**, teaching teams should engage children with questions about what matters most to them -- their pets, toys, siblings, favorite things, etc. Children may also be asked to “demonstrate” what they can do -- count, describe, tell a story -- in the language they prefer.
- For **infants and toddlers**, teaching teams should interact and play with the child, observing the child’s non-verbal communication and how the child attends to or responds to communication and different language(s) from others.

Timing

The interaction with the child should be conducted after Step 1 (home language survey) and Step 2 (interview with family) have been completed, preferably within the first two months of school.

Interacting with 3 and 4-year-olds

For the child interview, teaching teams should discuss topics that are of interest to each child. The conversation should be conducted bilingually to the largest extent possible (in English and the child’s home language). It is important to gauge language use in both languages. Where possible, interview questions should be asked first in the child’s home language, followed by English.

- Tell me about your family. Do you have brothers and sisters? What are they like?
- What is your favorite game to play? Why is that your favorite game?
- Tell me about something you did this summer.
- Have the child select one of their favorite books, and retell the story.

Key Considerations for 3 and 4-year-olds

- Teaching teams should interact with 3 and 4-year-olds for about 10-15 minutes, either remotely or in-person (using your program’s health and safety protocols).
 - If conducted in person, the interaction can occur during the regular school day, such as during centers, gross motor play, etc.
 - If conducted remotely, the interaction should occur for as long as the child remains engaged.
- The interaction with the child should be conducted bilingually to the extent possible, both in English and the child’s home language. It is important to gauge language use in both languages.
- The interaction may be conducted in the presence of the child’s parents or caregivers.
- The child’s responses should be monitored for features such as: the choice of words, the complexity of responses, the number of words in a response, and the language of choice.⁴

⁴ One obvious strength bilingual children exhibit during an interview is co-mingling their languages to make themselves understood, often using two languages in one sentence. This is a common feature among bilingual individuals who can draw from all their languages to express ideas or make sense of their environment. Rather than limiting the interview to one language or the other, it is more valuable to note the child’s resourcefulness in self-expression.

Interacting with Infants/Toddlers

When interacting with infants and toddlers, teaching teams can engage and play with the child, observing the child's non-verbal communication cues, as well as the child's interest or engagement when spoken to in different languages.

- Teaching teams can sing songs and nursery rhymes to the child in the home language and English.
- Teaching teams can read a book in the home language and English.
- Teaching teams should follow the child's interest, and note if the child is more responsive to one language over another.

Key Considerations for Infants and Toddlers

- Teaching teams should interact with infants and toddlers for about 5 minutes, or for as long as the child is engaged in the interaction.
- The interaction with the child should be conducted bilingually to the extent possible, both in English and the child's home language. It is important to gauge how the child interacts with adults who speak in different languages.
- The interaction may be conducted in the presence of the child's parents or caregivers.
- The child's responses should be monitored for features such as: does the child look at the person speaking, does the child show understanding or respond with facial expressions, gestures, words, or actions.

Step 4: The teaching team reviews screenings

Purpose

Through developmental screenings, teaching teams inform their instruction by deepening their shared understanding of children's development across domains. Teaching teams identify potential developmental and instructional needs, and reflect and determine next steps to support individual growth. **Information collected from screening tools, along with the information collected in Steps 1-3 of the EMLPP protocol, should all be used to inform a holistic approach that supports each child's developmental and instructional needs.**

Timing

- All early childhood education programs are required to conduct developmental screenings for all children (infants, toddlers, 3-year-olds, and 4-year-olds) at the beginning of the year to learn about various aspects of the child's development.

Please look for a complete description of NYCDOE requirements for developmental screening in all program types on this [Developmental Screening and Authentic Assessment website](#), including updates regarding developmental screening timelines for Fall 2020. Please note that requirements may vary by program type.

Developmental Screening Tools

Beginning with the 2020-21 school year, EarlyLearn, 3-K for All, and Pre-K for All programs must use one of the following approved developmental screening tools:

- Ages and Stages Questionnaire-Third Edition (ASQ-3)
- Brigance Inventory System III
- Early Screening Inventory - Revised (ESI-R)
- Early Screening Inventory - Third Edition (ESI-3)
- Look on the [Developmental Screening and Authentic Assessment website](#) for more information regarding approved tools in Family Child Care and Early Head Start and Head Start programs.

Please note, some screening tools involve family participation. In these cases, teaching teams and families should work together to complete developmental screenings along with the EMLPP.

Teaching teams should administer developmental screening tools in a child's home language. Staff administering the developmental screenings must complete training on the screening tool, be fluent and proficient in the child's home language, and ensure that screenings are implemented using culturally, linguistically, and developmentally responsive materials. **For Family Child Care, EarlyLearn, 3-K for All, and Pre-K for All programs, if the screening tool is not available in a child's home language, or if there is no properly trained and linguistically proficient staff available to conduct the screening, the child is exempt from screening.** Find more information on exemptions on the [Developmental Screening and Authentic Assessment website](#).

Key Considerations

- Please see a complete description of NYCDOE requirements for developmental screening in all program types on the [Developmental Screening and Authentic Assessment website](#), and note that requirements may vary by program type.

- Some screening tools involve family participation. In these cases, teaching teams and families should work together to complete developmental screenings along with the EMLPP.

Step 5: The teaching team plans for instruction

Purpose

As described in the DECE's [Early Childhood Framework for Quality](#) Element 3, high quality early childhood programs advance play-based learning and responsive instruction. Teaching teams engage children in a variety of play-based and developmentally appropriate learning experiences, and ensure that instruction is based on children's individual strengths, interests, and needs (EFQ 3). **Emergent Multilingual Learners (EMLLs) benefit from instructional planning that continuously supports their language development goals- in both English and their home language.** Teaching teams should engage with families and work to provide each child with language supports and instruction throughout the school year.

Timing

Instructional planning is ongoing.

Collecting and Analyzing Data

Teaching teams should implement a continuous cycle of collecting, analyzing, and using data to inform instruction- in English as well as the child's home language (EFQ 3.9):

- **Collect data** about children's knowledge, skills, and interests through observations of and interactions with children and families
- **Analyze data** to understand how children are developing and learning along a continuum, using low-inference observation notes and/or a research-based authentic assessment system
- **Use data** to inform practice that supports all children's growth along a continuum

When collecting data through authentic assessment, children's skills in all domains can be assessed in either English or the child's home language. The goal is to capture learning in any language used throughout the school year in order to accurately portray children's progress. Children may demonstrate knowledge or learning in all domains in any language, and indeed may blend languages, which should not be seen as a deficit but rather as a sophisticated way of integrating multiple languages. **Please see the [Developmental Screening and Authentic Assessment website](#) for more information regarding authentic assessment requirements.**

Using Data to Inform Instruction

When planning for instruction, teaching teams should support the continued development of English as well as the child's home language. The [Core Principles for Emergent Multilingual Learners](#) highlight key principles and instructional practices in early childhood for supporting children whose home language is a language other than English. The Core Principles are research-based, support instructional best practices, promote the development of children's home language in the classroom, program, and home environment, and support positive outcomes for children.

Key Considerations

- Child-level data can be captured via in-person interactions, as well as remotely (in small group settings, or 1:1), and through interactions with families. Teaching teams should be collecting ongoing data,

regardless of whether the child attends school in-person.

- Teaching teams should use ongoing data collected to plan instruction to support children’s language development in both English and the target language. Partnering with families in this process will support the child’s language goals.

Step 6: The teaching team supports the transition to the next grade level

Purpose

Designing a thoughtful transition across grade levels is a vital aspect of early childhood education. The EMLLPP protocol recognizes that teaching teams will have a wealth of knowledge about a child's progress in the home language as well as in English, and this information can be used by the child's teaching team the following school year.

All elements of the EMLLPP should be maintained in the child's portfolio:

- Step 1: the completed EMLLPP home language survey.
- Step 2: information from the family's social history interview.
- Step 3: information from the interaction with the child.
- Step 4: screening information.
- Step 5: key anecdotal records or work samples showing child's progress throughout the year.

Transition to Kindergarten (if applicable)

Teaching teams should include student records from Pre-Kindergarten that might be helpful or informative as part of this step in the ELL Screening, Identification, and Placement Process. As per the [ELL Identification Process as prescribed by CR Part 154-2](#), the Home Language Questionnaire (HLQ) must be administered to all incoming Kindergarteners upon registration. Step 2 of the [ELL Screening, Identification and Placement Process](#) set forth by CR Part 154-2.3(a), includes the review of documents, prior assessments, and academic experience.

Frequently Asked Questions (FAQs)

Is it necessary to follow every step in the EMLLPP?

The EMLLPP works within each program's structure but views each step in the protocol as uniquely valuable for compiling a portrait of the child as a language learner. Programs may combine steps of the EMLLPP for more efficiency. The EMLLPP is designed to work within common early childhood practices, such as conducting virtual family visits, conducting screenings, collecting observational data, etc. Each of these practices garners valuable information about who the child is and how instruction and programming might be personalized for him/her. We do not want to miss any opportunity to learn about a child's language development (in multiple languages) and use that knowledge to inform planning on his/her behalf.

Does every teaching team have to be bilingual or multilingual?

It is a great asset to be bilingual or multilingual, but not necessary to implement the EMLLPP. Every teaching team can incorporate strategies that make use of children's home languages. English-speaking teaching teams of EMLLs can apply their professionalism and ingenuity to identify ways to use children's home languages as a resource for learning. The [Core Principles for Emergent Multilingual Learners](#) lists several strategies that teaching teams can use even when they do not speak their children's home languages.

Does the EMLLPP require identifying children as English Language Learners?

No. Unlike the Kindergarten ELL Identification Process as prescribed by CR Part 154-2, children before Kindergarten should not be identified as English Language Learners, as all young children before 5-years-old are emergent language learners. The EMLLPP is a process which offers teaching teams a way to gain a linguistic profile for young children, which can be used for planning instruction.

Will using the home language slow down English acquisition?

There is a growing body of research demonstrating that EMLLs who are instructed bilingually actually acquire English more quickly than those children who are taught exclusively in English. Theory and research suggest there is a strong interaction between languages in the bilingual child that makes using the home language an important resource to learning English. We can be confident that English acquisition is not compromised by using a child's home language for learning.

What if families want to opt out of the EMLLPP?

Families are not required to complete the EMLLPP home language survey and may opt out if they choose to. Please be sure to share the benefits of participation, and assure families that any information collected will be strictly confidential and will only be used by teaching teams to inform instruction in the classroom. The information collected will not be reported to the NYCDOE or NYSED, and will remain solely in the child's portfolio.

Who should I contact with additional questions?

For questions about the EMLLPP, please email prekduallanguage@schools.nyc.gov.

Resources

NYC Division of Early Childhood Education

- EMLLPP home language **survey for 3 and 4-year-olds** is available in the 9 DOE translations on the [Supporting Emergent Multilingual Learners website](#). Additional translations are available on the [NYSED website](#).
- EMLLPP home language **modified survey for infants and toddlers** is available in the 9 DOE translations on the [Supporting Emergent Multilingual Learners website](#).
- The [Building Family-Community Relationships website](#) contains information about how to access over-the-phone interpretation services.
- The [Early Childhood Framework for Quality \(EFO\)](#) describes the Division of Early Childhood Education's shared vision for high quality early childhood programming in New York City.
- The [Core Principles for Emergent Multilingual Learners](#) supports instructional best practices, promotes the development of children's home language, and supports positive outcomes for children.
- Developmental Screening Tools
 - See a complete description of NYCDOE requirements for developmental screening in all program types on the [Developmental Screening and Authentic Assessment website](#), and note that requirements may vary by program type.

NY State Education Department

- The [Emergent Multilingual Learners in Prekindergarten Programs](#) website includes the EMLLPP home language profile survey (available in English as well as 24 language translations), as well as additional guidance.

Department of Health and Human Services

- The [Head Start Early Learning Outcomes Framework](#) shows the continuum of learning for infants, toddlers, and preschoolers. It is grounded in comprehensive research around what young children should know and be able to do during their early years.