Powerful, Joyful, Rigorous Language and Literacy Learning
SEAL develops rich, powerful language and literacy in the context of delivering a full curriculum. SEAL classrooms are alive with language! Language and literacy education is woven into all aspects of the school day. Children use high-level, complex language to talk about what they are learning, express their feelings and thoughts, ask questions, make predictions, and think through solutions to academic and social problems and tasks. Teachers model rich, expressive language and create environments where vocabulary and concepts come to life. Children learn through active hands-on, play-based, project-based, inquiry focused opportunities to engage with their world.

For young Dual Language Learners, SEAL creates the learning conditions that build language and literacy skills necessary for participation in their multiple language and cultural worlds, the academic world and their communities. Whenever possible, SEAL promotes the development of biliteracy, affirming and supporting home language for Dual Language Learner children and families, and developing high levels of proficiency in both Spanish and English. For all children, the SEAL classroom brings to life the rigor and richness called for by the California Preschool Curriculum Framework, the Learning Foundations, and the Preschool Program Guidelines, the California ELA/ELD Framework, the Common Core Language Arts standards, the English Language Development standards, and the new California English Learner Roadmap Policy.
English Learners represent the fastest growing student population in the United States, now numbering over five million (double the enrollment just 15 years ago). In California, close to half of the children entering kindergarten live in homes in which languages other than English are spoken. These students must learn English while mastering increasingly rigorous grade-level academic content taught in English. The vast majority of English Learners (four out of five) who enter U.S. schools are Spanish speakers. These children are eight times more likely to drop out of school than their non-Hispanic, native English speaking peers. In California, close to half of English learners who enroll in kindergarten are likely to become “Long Term English Learners” who accrue irreparable academic gaps as they move through school, and never develop the levels of English proficiency necessary for academic success. The urgency of putting into place powerful early education that prepares English Learners for school success and for college and career readiness is greater than ever. Quality early education for these dual language learners addresses all areas of development – social-emotional, relational, linguistic, cognitive – in an integrated approach and an affirming environment.

Tackling these challenges requires educational programs, curriculum and instruction that address head-on the language barriers and cultural discontinuities often faced by English Learners in our schools. School leaders need models of research-based programs and approaches that will establish a powerful foundation in language and early literacy for their English Learners. Teachers need resources and training to turn their classrooms into environments where English Learners thrive. Parents need information and channels to connect to their children’s schooling and become partners with teachers in supporting the language, literacy and cognitive development needed for school success.

In response to these needs, the Sobrato Family Foundation developed the Sobrato Early Academic Language (SEAL) model. Designed by Dr. Laurie Olsen, a national expert in English language learner education, and piloted initially in California’s San Mateo and Santa Clara counties, SEAL pulls together the most current research on effective practices and implements the knowledge base from effective school improvement. It focuses on meeting the demands of a 21st century standards-driven curriculum while addressing the needs of English Learners, their parents, and their teachers. And, SEAL works with all classrooms and teachers PreK-3 in a school to create a coherent, articulated and collaborative system of high quality primary grades education.

The Goal of the SEAL Model

To develop academically proficient and literate students who love reading and writing, express themselves articulately in two languages, are joyful and confident learners, and are active participants in their learning.

Taking a PreK-3 perspective, SEAL starts English Learners with a language-rich preschool and Transitional Kindergarten program that prepares them for kindergarten. The kinder program builds seamlessly from this preschool experience, developing the skills and language foundation needed for academic success in grades 1–3 and beyond. It is an articulated approach that knits together early childhood education and primary grades in a coherent pathway to academic success.
While the initial impetus for the model was to address the needs of English Learners, the approach has been found to be powerful for all students because of SEAL’s implementation of the Common Core standards that scaffolds all students into rigorous language and academic literacy, and meaningful, deep engagement with academic content.

Three elementary schools and thirteen feeder preschools in two California school districts (Redwood City School District and San Jose Unified School District) piloted the SEAL model beginning in 2008. These SEAL pilot sites were 95% minority enrollment, including 90% Hispanic and 70% English learner populations. The schools serve more Hispanic, economically disadvantaged, and English language learners compared to other schools in their districts and in the state. The preschool programs in pilot sites included state-funded and community-based preschools. Positive results from the longitudinal evaluation that tracked the progress of students in the pilot sites attest to the power of the model to close longstanding achievement gaps and to accelerate language proficiency.

Now, viewing SEAL as both a compelling response to English Learner needs and an exciting vehicle to enact Common Core era standards for all students, additional districts throughout California are replicating the model. Early childhood educators see SEAL as a model that aligns instruction and curriculum between early childhood and the primary (K–3) grades, preparing children in a developmentally appropriate manner for kindergarten and a successful academic journey in the primary grades. Primary grade teachers are excited by the level of student engagement and the high-level production of language they witness among children in SEAL pilot classrooms. Educational leaders seeking to close the achievement gap for English Learner and Latino children look to SEAL as a model that ramps up the rigor and effectiveness of early literacy education, and speaks (finally) to the challenges of overcoming persistent gaps between English Learners and others. District leaders find SEAL to be a model for supporting meaningful instructional change and building coherence and articulation across the system.

This publication presents:

- **4 components (pillars)** of the SEAL model,
- **10 high leverage pedagogical practices** put in place through SEAL,
- the approach to SEAL replication and implementation
The SEAL model is a response to the persistent achievement gap facing English Learners in U.S. schools. It was designed drawing upon the research on preventing the creation of Long Term English Learners, and enacts the research on effective English Learner practices. These two bodies of research, together with an analysis of the challenges of implementing Common Core era standards, establish the foundation for the SEAL model.

Foundation #1

Research on Preventing the Creation of Long Term English Learners

Approximately half of the young English Learners who enroll in California schools in kindergarten face year after year of struggling academically and falling further and further behind because they do not adequately comprehend what is being taught in a language they have not yet mastered. Along with compounding academic gaps and academic failure, these “Long Term English Learners” fail to attain the English proficiency needed to participate and succeed academically in school. They remain “stuck” at a level of basic oral fluency, able to use English for social purposes, but limited in expression and struggling with the academic English needed for school participation. Despite dreams of going to college and finding success in the U.S. culture and economy, many are unable to complete high school requirements or graduate. Weak in English, these students typically are increasingly weak in their home language as well. By middle school, they have limited vocabulary and weak language skills in both English and the home language. There is a clear connection between students schooling experiences, language development and academic achievement.

The patterns that result in the creation of Long Term English Learners begin in preschool and kindergarten and continue throughout the primary grades:

- Language and literacy curriculum designed for native English speakers that is inadequate to address the needs of English Learners
- Neglect of the home language
- Exposure only to simplified, watered-down language and literature
- Inadequate support for English Learners to be able to participate actively, resulting in entrenched coping patterns of student passivity, non-engagement and silence
- Inadequate modeling, scaffolding and support that compounds gaps in comprehension
- Narrowed curriculum that does not provide social studies or science, and results in a decontextualized approach to language and literacy development as well as compounds a knowledge gap
- Inconsistent programs and approaches to English Learner support from year to year resulting in gaps

SEAL was designed, in part, to address these lapses in school practices. To begin, SEAL centralizes science and social studies through an integrated thematic approach that situates language development in and through the process of children learning about their world. Children in SEAL classrooms study
science and social studies as well as language arts, math and the arts. SEAL emphasizes active student engagement and participation, with multiple high-leverage pedagogical practices that provide opportunities and support for all students to be meaningfully involved contributors.

SEAL ensures regular exposure to high-level, expressive, precise and complex language through the books that are selected for read-alouds, the language that teacher’s model, and the vocabulary that is explicitly taught. Teaching strategies help children understand how the language works, and how to make it their own. Writing, drawing and dictation, and active engagement in oral language are centerpieces of the SEAL approach. Moreover, SEAL is insistent on the value of bilingualism and affirming home language and culture. In bilingual and dual-language classrooms, a high bar is set for rigor in the home language and careful attention is paid to the transfer and simultaneous development of English along with home language. Finally, SEAL stresses articulation and alignment across grade-levels to provide English Learners with a consistent and coherent process of language development from year to year to avoid the gaps that are so harmful to vulnerable students.

Foundation #2
Enacting the Research on Effective English Learner Practices

In the past decade, an explosion of research has appeared on effective practices for English Learner education, as well as research on young dual-language learners and dual-language development. A major meta-analysis compiled by the Congressionally mandated National Literacy Panel on Language Minority Children and Youth provided an important synthesis of what is known about effective practices. In 2010, the California Department of Education also released a set of commissioned papers from lead researchers nationally, Improving Education for English Learners: research-based approaches. And in 2017, the National Academies of Sciences, Engineering, and Medicine also released their report—Promoting the Educational Success of Children and Youth Learning English. Across these reports, there is remarkable convergence of findings, providing guidance for educators. Because there is still a disturbing gap between research and practice, SEAL seized upon the new research as a foundation for the model. Eight key research findings from the field of effective English Learner practices inform the SEAL model:

Quality early childhood education makes a significant difference, reducing disparities between groups, and resulting in better schooling outcomes for children once they enter kindergarten.

While most children benefit from high quality preschool education, the gains are greater for low-income, Hispanic and English Learner students. The period in a child’s life, from ages 3-8 years is a crucial developmental phase for language and cognitive development, especially for dual language learners. The SEAL model was designed, therefore, as a PreK-3 approach to leverage the importance of the preschool year and to address the need for coherence and articulation across this important developmental phase.
An emphasis on oral language is an essential element of an effective language development program for young children and for English Learners.

Oral language is the foundation for other domains of language and for literacy (reading, writing). Extensive and intentional oral language development is a foundational piece of successful literacy development approaches. It is through producing the language that children make it their own. And yet, according to the National Literacy Panel on Language Minority Children and Youth, oral language is often and has increasingly been overlooked in language arts curriculum and literacy instruction. SEAL emphasizes multiple and frequent structured opportunities for students to be engaged in talking about what they are learning, thinking, wondering and doing. The amount, type and quality of student talk are a mark of good instruction and a hallmark of SEAL classrooms.

Children’s oral language is closely related to what they hear. Therefore, SEAL teachers model rich, expressive language exposing children regularly to academic vocabulary and ways of using language that extend the linguistic range and possibilities for children.

An explicit focus on academic language is needed.

Academic language is the formal language of schooling, text and academic participation. It is the language used in school to help students develop content knowledge, and the language they are expected to utilize to convey their understanding of that knowledge. It is different from the informal language used in daily aspects of a child’s life. Academic language develops in the context of engaging with academic content and encountering academic text. SEAL is intentional in the approach to selection of high-level academic vocabulary and discourse patterns that will be taught within a thematic unit, and utilizes high-leverage pedagogical practices that engage children in analyzing academic language and using it in multiple ways. For young children, “academic language” is also about developing complex, precise language for naming and talking about their world and experiences. For this reason, SEAL emphasizes helping children learn the vocabulary of the socio-emotional realm, and the language they need to express themselves in interactions with others.

Language develops in context, not in isolation.

Language and cognition go hand in hand. Thinking and understanding are made possible through language – through having the words to codify thought. While some early literacy skills can be developed in isolation through decontextualized lessons, language actually develops most powerfully when it is in the context of learning about and interacting with the world because this is when language has function and meaning. Academic language and literacy are most powerfully developed, then, where the background knowledge and academic concepts associated with the language are also being constructed. Everything that happens in a school day is an opportunity for language development. And, language development needs to be occurring across the curriculum. For young children in particular, learning and language occur through making connections. Young children also develop language through play and social interactions – facilitated in an enriched and interactive environment. For this reason, SEAL approaches curriculum through the creation of thematic units,

... language actually develops most powerfully when it is in the context of learning about and interacting with the world because this is when language has function and meaning.
carefully designed learning environments, and many opportunities to use the language in context. Integrated instruction and thematic approaches provide multiple perspectives and “ways in” to understanding. And through thematic connections across the curriculum and the school day, students have more opportunities to use the new language they are learning and approach it from varying viewpoints.

English Learners definitely require specific and additional instructional supports and specially designed instruction in order to access, comprehend and participate effectively in school.

Called “sheltered” or “scaffolded” instruction, these approaches offer differentiated support for English Learners based on their level of English. In scaffolding instruction for English Learners, teachers use a variety of graphic organizers, realia and visuals to boost comprehension. They recognize the need to bridge from student experience and cultural referents to the material that is being introduced by beginning with familiar content.

Teachers model what is being expected and provide clear directions, construct hands-on and interactive learning activities, offer sentence frames and discourse formats to enable students to participate in talking about the lessons, and use home language support to bolster comprehension, etc. The print-rich and content-rich environment includes academic vocabulary walls, language frame charts, and exemplary writing samples to clarify and bolster student participation. SEAL teachers understand the language proficiency levels of their English Learner students, and the implications for scaffolding instruction. Taking into account this knowledge, teachers select and sequence tasks, model and produce guided practice, and construct questioning and supports for their students – utilizing a variety of strategies for differentiation.

Development of the home language in addition to English is critical because it contributes to growth in both English and the child’s home language and provides life-long benefits.

All Dual Language Learners are living in two language worlds and learning through two languages. A child’s home language is a crucial foundation for cognitive development, learning about the world, and emerging literacy. The use and development of a student’s home language and culture increases academic achievement, promotes a sense of belonging and connection to school, positively affects family relationships and inter-generational communication, and increases confidence and motivation. The best foundation for literacy is a rich foundation of language—extensive vocabulary, experience with expressive language, active practice using language, etc. This can often be more easily developed in the child’s strongest language. The sophistication developed in their strongest language is transferred into the new language – English. A quality early childhood education approach for dual language children sets a foundation of rich and complex linguistic skills in the home language while providing exposure to English. Studies have found that children have more extended and complex vocabulary and language skills if their home language continues to develop throughout the age 3-8 developmental phase.

Furthermore, English Learners make more academic progress when they have the opportunity to learn in both languages. Systematic, deliberate exposure to English plus an ongoing development of the home language leads to the highest achievement in both languages by the end of 3rd grade and beyond. Additionally, there is no loss in English development as a result of developing the home language.
The National Literacy Panel on Language Minority Children and Youth states: “The research indicates that instructional programs work when they provide opportunities for students to develop proficiency in their first language. Studies that compare bilingual instruction with English-only instruction demonstrate that language minority students instructed in their native language as well as in English perform better, on average, on measures of English reading proficiency than language-minority students instructed only in English.” Home language loss occurs quickly among children schooled in English-only instruction. The loss of home language has potentially negative long-term consequences for the English Learner child’s academic, social and emotional development, as well as family connection. Given the many advantages of bilingualism and biliteracy—intellectual, cultural, economic and familial—this knowledge is essential for families in making decisions about language programs for their children. SEAL works with schools to strengthen bilingual and dual language programs, clarifying research-based program design and working with teachers to implement effective approaches to the development of the two languages. The SEAL approach builds a school climate supportive of bilingualism, and establishes supports for parents related to raising bilingual children and supporting biliteracy. Both languages must be supported through intentional, planned instruction and language interactions. Preschool DLLs need systematic exposure to English to prepare them for Kinder and beyond – AND ongoing support for home language maintenance and development.

Strong relationships between home and school are a cornerstone of powerful early education.

Effective programs build strong home-school partnerships and support parents as a child’s first teacher. Linguistic and cultural congruity between home and school supports children’s development (social, emotional, cognitive and language) and learning. Two-way partnerships between home and school are essential to creating that congruity—drawing upon the knowledge, expertise and cultural capital of families as assets. While the educational involvement of families is important in children’s lives throughout their schooling years, in the early years of development, family culture, home language and family engagement are absolutely central for healthy development. Young children learn best in a safe, affirming environment that respects and integrates the home culture and language, recognizes the key role of a child’s culture and language in her development, and supports young children in bridging across and integrating home and school contexts. Yet English Learner parents typically face language, cultural and economic barriers to such involvement. Schools in which English Learners achieve to high levels are typically characterized by active parent and community engagement, supported with programs that build parent leadership capacity. Effective school approaches intentionally create inclusive, welcoming and supportive conditions for English Learner family engagement. The SEAL model has a major focus on parent and school partnerships that includes parent education, supports for parent involvement in school, and activities that engage families in academic content.
In sum

SEAL is closely aligned to the California Preschool Curriculum Framework, the Preschool Learning Foundations, the California Common Core Language Arts standards and the California ELD standards. While SEAL was designed and piloted before the adoption of the new California ELA/ELD Framework, the model is a close fit and enacts directly the guidance in that Framework. As districts and early childhood programs engage in the task of implementing the Preschool Foundations and the state Curriculum standards, one thing stands out as an imperative: teachers are key to ensuring that English Learners have access. And for this, they need professional development, planning time and support. It is essential that teachers receive meaningful and well-designed professional development that focuses on scaffolding strategies to ensure access, differentiating instruction for maximum participation, ways of working with the linguistic demands of academic text that build understanding of how English works, and embedding language development across the curriculum. Highly effective professional development empowers teachers through coaching, lesson study, collaborative planning, and a well-designed rollout of strategies to respond to student need, and to implement the foundations and standards set by the state. The SEAL approach to implementation incorporates this type of strong infrastructure of professional development and support for teachers.
Utilizing the foundational research cited previously, and the analysis of the opportunities and demands within the Preschool Learning Foundations and the Common Core standards, the SEAL Model coalesces around Four Pillars:

1. **Pillar #1**: A focus on rich, powerful, precise and academic language
2. **Pillar #2**: Creation of an affirming and enriched environment
3. **Pillar #3**: Articulation across grades, and alignment of the preschool and K–3 school systems
4. **Pillar #4**: Strong partnerships between parents and teachers

**Pillar #1**  
*A Focus on Rich, Powerful, Precise, Expressive and Academic Language throughout the curriculum*

A child's ability to grasp concepts, communicate articulately, and comprehend their world directly relates to the amount and complexity of words in their grasp. The SEAL model’s focus on rich language in both the socio-emotional/social and the academic realm has four critical aspects.

*First, the development of rich and complex oral language is the foundation for literacy.*

Oral language is critical to literacy. To develop language, children need many opportunities to listen and to speak. In fact, the vocabulary a child develops in the preschool years is predictive of their later language skills and future success with reading. In producing language, children process ideas, develop conceptual understanding, and construct knowledge. Verbal interaction helps build the academic language used in school and develops literacy. In SEAL classrooms, teachers stimulate the talk that allows language learners to explore and clarify concepts, name their world, and describe what they see. The SEAL classroom is rarely quiet. A hallmark is the amount, quality, and focus on student talk.

*Second, the simultaneous development of English and home language is sought whenever possible.*

Children’s brains are wired for the developmental tasks of learning to speak, use and master language. Spanish-speaking English Learners undertake these tasks straddling two language worlds. The strongest foundation for academic success and high levels of literacy for these young, dual-language learners is the development of both their home language and English. Bilingualism offers cognitive, social, and economic benefits. In a SEAL classroom, children are exposed to rich, expressive language in English and Spanish, promoting bilingual development. A minimum of 50% of the day’s instruction occurs in the home language.

Depending upon the district-defined model of instruction and the grade level, students receive a minimum of 20% in English. The two languages are kept separate to provide children with authentic models in each language. New, complex concepts are taught in the home language. Dedicated English
Language Development instruction occurs daily. In those SEAL classrooms where it is not feasible to teach bilingually, teachers still affirm bilingualism by: providing books and homework in both English and in the home languages of the children; exposing students to languages other than English using basic phrases and songs; and offering parents suggestions for engaging in language and literacy experiences with their children in their home language.

Third, SEAL advocates a text-rich curriculum and environment that engages children with books and the printed word to develop confident and motivated learners who appreciate and love reading and writing.

Children become proficient readers and writers when these skills are developed through exposure to a variety of written materials, genres, and meaningful text. In SEAL classrooms, books, posters, and other printed materials are visible and accessible in English and in the home language of students. Around the room, materials contain rich language, objects are labeled, and children’s work is prominently displayed.

Fourth, language is developed in the context of an enriched and full thematic curriculum.

Language develops not only when an explicit language arts curriculum is taught. A comprehensive program of academic language development recognizes the importance of immersing students in a full curriculum—in science, social studies, math, and the arts—in addition to explicit and direct language arts instruction. Academic language develops as students learn academic concepts—as they read about and hear about academic topics, talk about and synthesize what they are learning, and make observations. As they undertake these tasks, learners develop key vocabulary and conceptual understanding, and learn the structures and forms of language used to talk about specific content. Children learn the language of hypothesizing, observation, and description as they talk about science and the language of positing opinions, questioning, and talking about social patterns as they study social studies. Rather than relegating language development solely to a language arts instructional block, teachers in SEAL classrooms focus on intentional language development as they teach all academic content and as they create thematic connections across the curriculum. Teaching thematically enhances comprehension, increases opportunities for exposure to and use of academic language, and facilitates making connections to previous experience and knowledge.

Fifth, socio-emotional language and communicative competence develop within the context of relationships.

Relationships matter. This is true for all children, but particularly so for young children and for English Learners in settings where they are being exposed to and expected to function in a language that is other than their home language. Children learn through interactions with others, by observing what others do and say. Safe, affirming, caring relationships are the base from which children engage with and explore their world. Quality early education that enable children to learn and thrive and prepares them for both academic and social success must include an emphasis on building an affirming and safe environment for children, and on establishing relationships that embrace the child’s culture, family and language. SEAL’s focus on language development extends to the language needed to express their
feelings and voice, engage in problem-solving and interact respectfully and supportively with others (see Pillar #2 below).

**Pillar #2**

**Creation of an Affirming and Enriched Environment**

Children learn best where they feel safe, supported, and affirmed; where they are provided with support for developing social skills; and where they can engage respectfully with each other. Building self-identity and skills for social interaction, as well as learning appropriate school behavior, are major developmental tasks for young children. A safe, affirming, and enriched environment helps children understand and respect differences, learn the vocabulary for social interaction, and value diversity. In SEAL classrooms, teachers recognize that how children learn to relate to each other is a primary point of social learning and development. Strategies for building an affirming environment include:

- Pictures, posters, books, and realia that reflect the cultures and languages of students and their families
- Explicit teaching of language for expressing feelings, supported by opportunities to problem solve and interact respectfully with peers
- Facilitated discussions (e.g., use of Persona dolls and class meetings) that focus on children’s concerns, address social dynamics, and create forums for talking about the classroom environment
- Focus on pro-social, inclusive behaviors by teaching, emphasizing, and acknowledging clear standards of social behavior and class norms
- Explicit emphasis on the value of bilingualism, which supports the use of children’s home language to talk about their identity, their families, and their culture
- Classroom set-up to support inquiry and hands-on engagement with content, and to support interaction and collaboration

**Pillar #3**

**Articulation Across Grades, and Alignment of the Preschool and K–3 Systems**

Birth to age eight is a crucial period in a child’s development of language and cognition. Quality preschool helps prepare students for kindergarten and has the potential to reduce disparities and longstanding achievement gaps between student populations. While a well-designed preschool does improve children’s social and cognitive skills, these gains can dissipate as children advance beyond kindergarten. A growing body of research shows that English Learners can continue to make gains when schools connect PreK to kindergarten and primary grades through a coherent PreK–3 program that aligns standards and curriculum around a shared vision of early language development. Rather than view the preschool task as preparing children for K–12, the SEAL PreK–3 model views preschool as an articulated and connected schooling experience. SEAL strategies to align Preschool with kindergarten include:

- Work with district leaders to articulate practices and systems across early education and the K – 3 system

---

Rather than view the preschool task as preparing children for K-12, the SEAL PreK-3 model views preschool as an articulated and connected schooling experience.
• Use of similar instructional approaches across PreK–3 so children become socialized in the practices of active engagement and language use early and consistently

**Pillar #4**

**Strong Partnerships Between Parents and Teachers**

Strong partnerships between families and schools support academic success. This is particularly true for young English Learners for whom the school’s language and cultural environment differs from that in their home. Teachers need to understand the cultures and communities of their students and create an environment that integrates home and school contexts. This ensures that children and parents feel accepted and included. As their children’s first teachers, parents need information to support learning at home and to be active in their child’s schooling.

In a SEAL school, parents are encouraged and supported to foster their child’s academic and language development, to involve themselves with the school, and to develop their own literacy. SEAL strategies include:

• Providing workshops for parents on: supporting language and literacy development at home, raising dual-language learners, and the importance of home language and culture
• Offering a book bag loan program that sends literature and non-fiction books home with children to read with their parents
• Providing English as a Second Language classes for parents, offered at the school site
• Instituting volunteer systems that recruit and train parents as classroom volunteers
• Designing visitation opportunities that regularly invite parents to visit the class or school to see children perform, to view children’s work, and to participate in various family activities
• Utilizing regular and multiple forums for teacher-parent communication including weekly newsletters, posted photos of class activities, bulletin boards, home visits, family homework projects related to themes being studied, and parent-teacher conferences
• Offering guidance for teachers in creating classroom environments and activities that incorporate the cultures and community experiences of their students, and that allow students to connect their life at home to their life at school
• Displaying photos of children and their families on the walls of the classrooms
• Planning family science and literacy nights that bring whole families to school to engage in interesting, fun, and high-level academic activities
Ten high-leverage instructional pedagogical practices (implemented in all SEAL classrooms) ensure that all Four Pillars are addressed as part of the educational program in all grades. The ten practices are:

Practice #1
*Complex, Expressive, Precise Vocabulary and Discourse Development in the Socio-emotional and Academic Realms*

Children need the language to express themselves, their ideas and their voice. They need to develop the vocabulary that allows them to name and understand the world. And, they need to be exposed to and learn the vocabulary and ways of using language that are specific to reading, writing, and academic discourse. (This differs from the social language they develop in more informal settings.) To develop students’ high-level language and literacy skills, deliberate and precise vocabulary instruction must begin in preschool and continue throughout K–12. At the preschool level, SEAL teachers identify key vocabulary as they plan thematic units. Kindergarten through third grade SEAL teachers examine grade-level standards and district curriculum to identify high-level academic vocabulary words. They utilize a variety of materials and strategies to teach these words (e.g., photographs, visuals, realia, drawings, demonstrations, experiential activities). Students have multiple opportunities throughout the day to practice and use new vocabulary. Learning language extends beyond vocabulary to include language functions, structures and discourse patterns. Every thematic unit focuses on a specific language function (e.g., description, compare and contrast, cause and effect) immersing children in the grammatical structures and ways of putting language together to talk about ideas. SEAL teachers are thoughtful about modeling and supporting children in using expressive and precise vocabulary to talk about their feelings, their needs, their ideas, and to problem solve – providing opportunities for dialogue and discussion about social issues and conflicts, and guidance in developing skills of problem-solving.

Practice #2
*Support for Student Talk, and Structured Oral Interaction*

In a SEAL classroom, the goal is to have more student talk than teacher talk. Students utilize a variety of language structures and are encouraged to ask questions. Strategies such as “Think-Pair-Share” provide children time and support to practice new vocabulary and concepts through structured, purposeful interactions with peers. Teachers carefully craft discussion prompts and high-level questions to engage children in generating and using academic language. Songs and chants are used to teach the content, incorporate the vocabulary students are studying, and offer an opportunity to practice using new vocabulary in a risk-free environment.
centers enable children to independently engage in academic discourse with their peers. Supporting oral language development also includes active engagement in conversation, developing skills of active listening and response, of building on each other’s’ ideas, of asking and answering questions and continuing exchanges. In a SEAL classroom, these occur through both informal and more structured/explicitly planned opportunities.

**Practice #3**

**Exposure to and Engagement with Rich Literature and High-Level Informational Text**

Reading instruction helps children learn the mechanics of reading. But they become readers and learn to love reading as they engage with books that interest them. Students in a SEAL classroom are provided multiple opportunities to engage with text in a variety of genres and to make choices about the topics of the texts. Classroom libraries include rich literature in students’ home languages. These multilingual books include high-interest graphics, rich vocabulary, student-written books, and leveled text. Teachers use a variety of storytelling strategies and story retell activities to develop student comprehension and to teach story structure and elements (e.g., setting, characters, and plot). Materials such as puppets, flannel boards and graphic organizers support story retell and paraphrasing. Students learn to relate prior knowledge to a story, confirm predictions, and generate and respond to questions. In the youngest grades, dramatic play centers provide ongoing, independent opportunities for children to dramatize stories. Children's drawings and writing retell narrative stories. During independent or free-choice time, children look at and read books they select. In SEAL classrooms, a print-rich environment also provides students with multiple opportunities to “read the room” and be immersed in language.

**Practice #4**

**Purposeful, Interactive Read-Alouds and Meaningful Text Engagement:**

Teachers in SEAL classrooms read aloud a variety of text related to classroom themes. Read-alouds are carefully selected to build vocabulary and model rich and expressive language. These read-alouds are prefaced with anticipatory activities that allow students to make predictions, draw connections between their own background experience and the text, and practice comprehension skills related to using visual cues, questioning, and monitoring. Reading is thoughtfully accompanied by high-quality discussions. Teachers and students talk about books and engage in summarizing, predicting, and synthesizing what students have read; Students model and use language to respond to and think about books they hear. Books are regularly read multiple times, allowing students to check their comprehension and make connections. Multiple readings also deepen children’s familiarity with the text-structure, promote awareness of the author’s craft and use of language, and facilitate vocabulary development to deepen writing.
Practice #5

**Authentic Writing for Purpose**

Reading and writing are closely related. From the beginning of their school experiences, children are engaged in actively producing text. “Children as authors” enables students to see the connection between their own words and text. What they say can be written down, and what they write can be read. Beginning in SEAL preschools, children draw pictures and dictate to adults, who record their words. SEAL classrooms have writing centers (with paper, pencils, notebooks, envelopes, mailboxes, etc.) to encourage children to write. Students in SEAL classrooms learn the power of the written word and use writing for a variety of authentic purposes. Academic notebooks, daily journals, and collaborative writing are opportunities to use writing for authentic purposes. Student writing is laminated and bound, and placed in the classroom library, often times accompanied by photos from the classroom so children literally “see” themselves in books and as writers. For young children, drawing is their writing – it is putting their thoughts and ideas onto paper.

Practice #6

**Dramatic Play and Hands-On, Inquiry Based Learning**

Young children learn through play and the opportunity to act out concepts, roles and stories related to themes and literature. Dramatic play offers a unique opportunity for students to practice and own academic vocabulary in a low affective environment. SEAL preschool through first grade classrooms include areas where props, equipment, puppets, and realia related to thematic units encourage dramatization, dialogue and play. As children move up through the grades, dramatic play areas give way to research and inquiry centers stocked with realia, photos, equipment and tools for research to encourage them to work with others to discover and deepen learning. SEAL classrooms also promote the use of language through role-playing, dramatization and Readers Theater.

Practice #7

**Graphic Organizers and Visuals**

The SEAL classroom uses graphic organizers, color-coding, and visuals throughout the day. Visual constructs, such as tables, timelines, web diagrams, flow charts, and Venn Diagrams (to name a few) teach children to organize information, clarify concepts, compare and contrast information, conceptualize sequence, and categorize and classify. For English Learners, these are essential scaffolds to display the relationships between ideas in visual formats. Graphic organizers are used by students as a tool to organize oral presentations and writing. Authentic graphics, images and realia help make academic content understandable and relevant.

Practice #8

**Collaborative Practice and Skills of Teamwork**

Students engage regularly in small group inquiry, cooperative learning, discussion and activities designed to promote building upon each other’s ideas, share and integrate information, and develop skills of working together to achieve an academic goal.
purpose. Small groups activities are important contexts for language practice and use. SEAL classrooms are organized to maximize collaborative work, enabling teachers to pull small groups for differentiation and targeted instruction. In preschools, free choice, play-time and centers are all opportunities for children to develop skills in interacting, sharing, and working together.

**Practice #9**  
**Language Development Through Arts Infusion**

In SEAL classrooms, students are exposed to the arts – both for the enrichment the arts provide, and as an opportunity to develop language. Students learn the precise language of talking about and engaging in the arts, and develop expanding realms of expression that are available only through the arts. Arts integration enriches the thematic units.

**Practice #10**  
**The World in the Classroom**

Education in a SEAL classroom is relevant. Teachers use multiple strategies to invite children to talk about their lives and to bring their experiences into the classroom as part of developing understanding about the world. Children’s cultures and identities have a place in the curriculum and in the physical environment of the classroom. Teachers support strong identity development and promote the skills and capacities for children to live respectfully in a diverse world. Teachers plan units to include real world connections so students see the value in their new knowledge. Teachers seize upon events in the community and the world as resources for the curriculum, utilizing technology as well as human resources to connect children to a broader global, diverse world. As children learn about a subject, they also learn about its relevance in the world and the future roles they may play that relate to that subject.
SEAL implementation is a multi-year process of capacity building and system alignment. Based upon lessons from the fields of instructional improvement, school reform and implementation science, the SEAL model is characterized by the following:

**SEAL combines an explicit English Learner focus within a larger frame of quality education for all students.**

For decades, there have been valiant efforts to increase quality of programs for Dual Language Learners. Much has been learned about what does and does not work. One lesson is that sound reform strategies do not automatically or inevitably lead to high quality English Learner programs or outcomes. In fact, almost all efforts pursued under a general banner of “good practice for all,” despite large public and private investments, largely miss the mark with regards to English Learners. Because English Learners have needs specific to overcoming barriers of language, schools which enroll English Learners need to pay explicit attention to those English Learner needs. Conversely, efforts targeting English Learner achievement that do not address the broader context of program practices, beliefs and structures have largely failed to achieve sustained outcomes because they did not adequately address issues of system alignment, ownership, culture or coherence. The SEAL model focuses explicitly on the unique needs of English Learners, while simultaneously addressing the language needs of all students and the systemic conditions of teaching and learning. The English Learner focus is infused and integrated in how teaching and learning occur throughout the day and for all students. The benefits to all students are an enriched, rigorous and intentional language development approach with scaffolds for participation for all students. SEAL works with programs, schools, and districts to more clearly define the English Learner program and to focus attention on the needs of English Learners, as well as builds a collaborative culture of improvement among all teachers across all classrooms.

**SEAL addresses systemic alignment and works school-wide.**

Innovations take hold and are sustained when they are built into the life of a school, and are not “owned” by just some teachers or identified with one program. While many instructional improvement efforts focus on a select group of teachers who are interested and volunteer, SEAL works with all teachers at a grade level, and with all grade-levels preschool through third grade. It is less about individual teacher change than it is about building school capacity, coherence and culture for embracing this more rigorous and language-intentional approach to teaching. The model is implemented, therefore, in the preschool program and in the primary grades, in bilingual classrooms as well as English-taught programs within the school – knitting shared vision, strategies and approaches across the settings while addressing the specific challenges and needs of each program. This has several impacts. First, the consistency and coherence of approach needed by English Learners is assured through such articulation across the grades. Second, the approaches become built into “how we do second grade at this school,” “how we approach literacy at this school,” how we work with English Learners at this school.”
teachers who are trying new instructional strategies and working to realign curriculum have the support of colleagues. Finally, approaching the task of school improvement through a systems lens, SEAL facilitates more coherence in policies, administrative systems, assessments and decision-making through Leadership development and technical assistance support.

**SEAL provides a strong Infrastructure for delivery of high-quality comprehensive professional development and support for instructional improvement.**

Mastering a complex set of new instructional strategies and curricular approaches takes time, resources and support for teachers. Professional development modules and workshops are important venues for reading and discussing research and learning new strategies. However, they are not by themselves sufficient to support actual implementation in the classrooms. Teachers need planning time to consider how to incorporate the strategies into their instruction.

Teachers need opportunities to see the practices being modeled in their own classrooms. Teachers need encouragement to try new strategies. They need constructive feedback from a knowledgeable and supportive coach and from colleagues. The SEAL process of implementation employs a comprehensive instructional improvement approach. A series of cycles over a two to three year period incorporates professional development sessions, individual coaching, and collaborative planning with colleagues. Specifically, the professional development infrastructure includes:

- A dedicated SEAL Coach/Facilitator who works with all teachers to maximize the consistency and coherence of instruction and to encourage collaborative and reflective practice.

- Professional Development modules and special topic Institutes which bring together district staff, administrators and teachers across SEAL sites, building a shared understanding of the framework and research behind the SEAL model, while creating a robust community of SEAL practitioners.

- A Summer Bridge program that allows for intensive professional development for teachers as well as enriched language development for children; co-teaching during Summer Bridge allows teachers to try out new strategies, observe and support each other, and build a shared understanding of SEAL’s approach.

- Classroom demonstrations, modeling, and coaching by the SEAL Coach/Facilitator and other members of the SEAL team to help individual teachers implement SEAL strategies.

- Instructional and curriculum planning sessions facilitated by the SEAL Coach/Facilitator to review curriculum standards, plan thematic units, and analyze the core program to determine where intensive language development strategies can be employed. Teachers share student work and talk about observations of student language use.

- Reflection and Implementation tools to help SEAL teachers assess the degree to which each of SEAL’s four pillars is present in their classrooms and school.

**SEAL emphasizes reflective practice, collaborative discourse, continuous improvement, and teacher creativity.**

The bedrock for instructional improvement and for the implementation of SEAL High-Leverage Pedagogical Practices is teacher understanding about how language develops, the needs of English Learners and dual-language learners, and about the optimal schooling conditions that foster learning. SEAL teachers learn strategies, but they learn them in the context of reading research, discussing and making meaning about why those strategies are effective and when and for whom they might be used. Purposely, SEAL does not define a specific toolkit of mandatory instructional activities, nor does SEAL
Rather, SEAL facilitates a process of teachers working collaboratively to design thematic units around basic principles of standards-based planning and with clarity about the components that must be addressed. Teachers come to know and understand the standards they are teaching, and why. They learn how to construct lessons and select from an array of strategies that will address the language needs and intentionality about language development that ensures participation, comprehension and access for their English Learners. Teachers bring to the table their knowledge, wisdom and creativity – contributing to the collaborative task of designing powerful, exciting and rigorous thematic units with their colleagues.

SEAL provides leadership development and support for program, site and district administrators in centralizing the needs of English Learners and managing a complex instructional and curricular change process.

SEAL understands the crucial role of site and district leadership in supporting and managing a complex change process. A series of regional convenings as well as district specific meetings engage administrators in building their own understanding of the needs of English Learners, deepening knowledge of the SEAL model, peer dialogue about the challenges inherent in supporting teachers through instructional and curriculum change, and opportunities to build a toolkit of skills related to being an instructional leader and sustaining reforms. Tools are provided to enable administrators to lead the process at their sites.

SEAL customizes and adapts to local conditions, building on strengths and addressing the specific needs and realities of each school community.

SEAL is not a program. Instead, it is an approach to system alignment, instruction and curriculum planning that results in the powerful language development that English Learners (and all students) need for long-term academic success. Such planning uses the SEAL lens, framework and tools to identify local strengths, gaps and needs, and to customize the SEAL implementation process for a school community. This process begins with The Getting Started Institute which includes site and district leadership, charged with examining their current practices and outcomes, and customizing a SEAL implementation plan to the strengths and needs of each site.

The standard set of professional development modules are tailored to address specific areas of need, or to incorporate a relevant initiative already underway. Throughout SEAL implementation, support is provided to site and district leadership to identify and respond to new English Learner challenges, refine English Learner program models, and further adapt the SEAL model to provide the most targeted and relevant support. As part of this customization, SEAL can work with existing district-adopted language arts, math, science, social studies and English language development curriculum. SEAL also works within the parameters of any mandated minutes and pacing guides that may govern the delivery of curriculum. This is done through infusing intentional language development instructional strategies and pedagogical practices into the existing core curriculum programs in ways that both enrich and maintain the integrity...
of those programs, and through the creation of SEAL standards-based thematic units that build upon existing curriculum to integrate science and social studies standards. This two-pronged approach requires that teachers know the standards they have to teach, understand the language development process, and possess a repertoire of instructional and pedagogical practices. Teachers gain these competencies through SEAL’s sustained professional development opportunities.

**SEAL PRESCHOOL PROFESSIONAL DEVELOPMENT MODULES: PROGRESSION**

The SEAL professional development series begins with the Teacher Launch and then a series of four Modules that are delivered over a two-year period. “Unit Development and Planning” days occur for each theme where teachers work across school sites, with the support of their coach-facilitators.

An initial Teacher Launch establishes a common understanding of the SEAL Model, its research foundations, the replication and implementation plan, and engages teachers in creating a yearly plan of integrated thematic units. All modules engage teachers in reading research together, learning strategies, classroom demonstrations and/or videos, reflection and planning.

<table>
<thead>
<tr>
<th>YEAR ONE</th>
<th>YEAR TWO</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module I:</strong></td>
<td><strong>Module III:</strong></td>
</tr>
<tr>
<td>Oral Language</td>
<td>The World in the Classroom</td>
</tr>
<tr>
<td>2 days</td>
<td>&amp; Authentic Writing</td>
</tr>
<tr>
<td></td>
<td>2 days</td>
</tr>
</tbody>
</table>

**Summer Bridge**

**Key content:**
- Research on oral language, related to early literacy
- Learning through play
- Strategies to support oral language development and discourse:

**Strategies:**
- Barrier Games
- Content-Based Chants
- Dramatic Play
- Home-School Connections
- Interactive Read-Alouds
- Language Separation
- Morning Message
- Multiple-Exchange Conversations
- Narrative Input & Retell
- Parent Communication Regarding Oral Language & Home Language
- Persona Dolls
- Socio-Emotional Vocabulary
- Teacher as Narrator
- T-Graph on Partner Talk
- Think-Pair-Share

**Key content:**
- Graphic organizers
- Language functions
- Strategies to engage analytic language, and to differentiate scaffolds for English Learners

**Strategies:**
- Dialogic Read Aloud
- Focal Language Function
- Graphic Organizers
- Inquiry Chart
- Inquiry Web
- Persona Doll stories that incorporate the language function

<table>
<thead>
<tr>
<th>YEAR ONE</th>
<th>YEAR TWO</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module II:</strong></td>
<td><strong>Module IV:</strong></td>
</tr>
<tr>
<td>Intentional,</td>
<td>Collaboration, Arts</td>
</tr>
<tr>
<td>Academic &amp;</td>
<td>Integration, &amp; Literacy</td>
</tr>
<tr>
<td>Complex Language</td>
<td>1 day</td>
</tr>
<tr>
<td>1 day</td>
<td></td>
</tr>
</tbody>
</table>

**Key content:**
- Identity, diversity, student voice
- Anti-bias goals, creating affirming and compassionate classrooms
- Stages of writing development

**Strategies:**
- Arts Integration
- Comparing Books
- Gallery Walks
- Identity Activities
- Journals
- Language Diversity
- Literature of Mirrors and Windows
- Living Wall
- Observation Pictures
- Persona Doll stories regarding issues of Diversity and Bias
- Super-Duper Sentence Builder
- T-Graph for Social Skills
- Writing Center

**Key content:**
- Skills and language for working together
- The whole body, whole person
- From speaking to writing
- Arranging and designing activities for centers

**Strategies:**
- Books and Talk about “Passionate People”
- Connecting and Engaging Children with Nature
- I Am Joyful Poetry, Dictation, and Drawing
- Shared Research Projects
- Story Telling, Story Acting
Dr. Kathryn Lindholm-Leary, a national expert in dual-language education, conducted a longitudinal evaluation of the five-year SEAL pilot in San Jose and Redwood City schools from 2009 - 2014. Using a combination of assessments commonly used in preschools and elementary grades, along with additional language and family literacy practices assessments, the evaluation answered three questions:

- What is the impact of the SEAL model on family literacy practices?
- To what degree does the performance of SEAL students improve?
- How does the academic growth of SEAL students compare to demographically similar students?

This summary of findings is based upon data on 422 students whose entire schooling was been in SEAL classrooms, and 309 Partial SEAL children who received one or two years of the SEAL program in elementary grades, but did not attend SEAL preschool. Comparison groups included demographically similar students in the same districts who were not in SEAL classrooms, as well as student data from national databases and research studies.

Impact Findings

1. **SEAL has a significant impact on parents and literacy activities at home.**

SEAL students in the pilot sites came from homes with very low incomes ($27,384 per family of four on average) and very low parent education levels (85% with a high school diploma or less – far lower than the California state average). One-third of SEAL parents had six or fewer years of formal education. Most had at least rudimentary literacy skills in Spanish, but few had basic English literacy or oral language skills. However, as a result of involvement with SEAL, half of SEAL parents read books with their child on a daily basis and regularly engaged in literacy-related activities. In comparing the frequency with which SEAL family members read or told stories to their kindergarten children with a national sample of Hispanic parents and college-educated parents (of any ethnicity), SEAL kindergarten parents were more likely to engage in these literacy-related activities than the national sample of Hispanic parents and as likely as the college-educated parents. These results indicate that even with low levels of Spanish literacy and education, SEAL parents (with the help of SEAL workshops and teacher-parent conferences) were able to engage with their children in activities that help promote language and pre-literacy skills.

---

One-third of SEAL parents in the pilot had six or fewer years of formal education. Most had at least rudimentary literacy skills in Spanish, but few had basic English literacy or oral language skills. However, as a result of involvement with SEAL, half of SEAL parents read books with their child on a daily basis and regularly engaged in literacy-related activities.
2. **SEAL had a statistically significant impact on student growth and development in language, literacy and cognition.**

SEAL students (across cohorts and grade levels) consistently made statistically significant growth (gaining at least one level and usually more) on each measure of language and literacy (in Spanish and in English), as well as cognition and social skills on the CDRDP-PS California preschool assessment, the California English Language Development Test (CELDT) and the PreLAS assessment of language. They made good progress towards English proficiency. All cohorts surpassed state set accountability targets for moving up levels on CELDT towards English proficiency.

3. **SEAL students consistently outperformed demographically similar comparison groups in growth and achievement, especially in areas related to language and literacy.**

While SEAL students began preschool with very low levels of language proficiency in their home language and little-to-no English (lower than their comparison peers), after just one year of SEAL preschool they entered kindergarten scoring equal to or higher than the comparison group on the PreLAS language assessments and on the CELDT. By the end of preschool, one in three were age-appropriate fluent in Spanish. By the end of kindergarten, half were fluent. In comparison to demographically similar groups, these results indicate that SEAL students were at least as strong (and in many cases much stronger) in language and literacy growth and achievement. In addition, preschool teachers unanimously reported that, as a result of using SEAL strategies, they saw students using language and understanding academic content at a much higher level than previously expected. Kindergarten teachers universally reported that children entering kindergarten from a SEAL preschool classroom had much higher and more active language skills than they typically experience. These patterns repeat themselves from grade to grade. Overall, SEAL students either closed gaps or surpassed comparison students, despite beginning school with very low levels of language and early literacy, and coming from homes with disproportionately lower parent education levels and higher poverty levels.

4. **There is evidence that even one year of SEAL provides benefits in comparison to non-SEAL students, and that cumulative years of SEAL education provide even greater benefits.**

The evaluation compared Full-SEAL students with Partial-SEAL students to examine the comparative benefits of one year of SEAL with the cumulative effect of multiple years of SEAL. Students with even one year of SEAL showed benefits over students with no SEAL, but students who were Full-SEAL had greater growth and achievement.

5. **The SEAL approach changes teacher practices and increases the use of research-based language development strategies.**

SEAL is a complex instructional and curricular model that requires significant teacher commitment and effort to implement. From the pilot’s inauguration, the SEAL model elicited high levels of teacher
interest, active participation, and buy-in. Measures of implementation show that building capacity and implementing the full SEAL model at a grade level takes more than one year for most teachers. While the great majority of teachers made significant progress towards SEAL implementation in their first year of involvement, all needed a second year of intensive support to reach full implementation. By the end of their first year, 80% of the classrooms reflected SEAL’s hallmark instructional approaches, environments, and thematic curriculum as defined by the Four Pillars of SEAL and the High Leverage Pedagogical Practices. By the end of the second implementation year 95% of the classrooms showed such evidence. In addition, 95% of teachers reported “SEAL has had a major positive impact on my teaching.”

6. **The SEAL model produces higher levels of curriculum articulation, increased student engagement, and deepened relationships across the preschool and K–3 systems.**

Preschool and kindergarten teachers cite increased PreK–kindergarten communication and curriculum alignment as a major impact of SEAL. In pilot sites, the learning environments and instruction across the two levels reflected a shared vision of language development and the implementation of aligned strategies. The number of preschool parents who requested enrollment in the kindergarten classrooms on campus has increased. Interviews with school and district leaders also cited increased involvement of preschool personnel and preschool families in the life of the school, and attribute this shift to the SEAL model.

**ONGOING RESEARCH AND EVALUATION**

Based upon the experience and success of the five year SEAL pilot, a replication approach for bringing the model “to scale” was designed to maximize the most powerful aspects of SEAL in a systematic and efficient approach to implementation. This new phase of expansion coincided with major changes in state and federal assessment responding to a new generation of standards and new accountability climate. For these reasons, and because SEAL replication is now occurring in a wide variety of community and school contexts, the Sobrato Family Foundation is supporting additional research and evaluation.

An external evaluation of SEAL Replication began in Fall 2015 with a broad research agenda focusing on multiple aspects of SEAL as a systemic change initiative across 12 districts.

- This evaluation is focusing on the impacts of the SEAL Replication Model on student achievement, language development (both English and Spanish), active engagement/participation in the classroom, and closing the achievement gap using preLAS and LAS Links, CELDT/ELPAC and SBAC data.

- The evaluation includes studies of the impacts of the SEAL Replication Model on teacher instructional practices and curriculum design through the collection of observation data, self-assessment surveys, and a Depth of Implementation protocol.

- The evaluation also focuses on the impacts of the SEAL Replication Model on district systems of policies, curriculum, articulation and alignment across PK-3, English Learner program design, and consistency of practices across school sites, and collects lessons about effective implementation, replication, and scale-up in a variety of contexts.

Research partners are Loyola Marymount’s Center for Equity and Excellence for English Learners (CEEL) headed by Dr. Magaly Lavadenz, and Wexford Associates headed by Dr. Sheila Cassidy.
CONCLUSION

SEAL offers a model of intensive language development that builds a foundation for early language and literacy – beginning in preschool and continuing through the primary grades. SEAL’s Four Pillars, High-Leverage Pedagogical Practices, and approach to instructional and curricular improvement and alignment offer a concrete framework to educators engaged in the urgent task of preventing students from becoming Long Term English Learners and crafting preschool and primary grade programs capable of supporting powerful language and literacy, and closing the achievement gap for English Learners – providing for ALL students a 21st century, rigorous education that is interesting, relevant, joyful and affirming.
SELECTED REFERENCES


Interested in partnering to bring this program to your school or district?
Contact:
Patty Delaney
Director of Programs & Partnerships
PDelaney@sobrato.org

For more information about the development of the SEAL Model
Contact:
Anya Hurwitz, Ed.D.
Executive Director, SEAL
Ahurwitz@sobrato.org

Visit sobrato.org to view “SEAL: An Introduction”
[10 min video presenting the SEAL Model]

August 2018