

Paper Summary

Exploring the Role of Spanish Classroom Characteristics for Head Start Children's Academic Outcomes

In Event: *Virtual Poster Session*

In Virtual iPresentation Only: *SIG-Early Education and Child Development Virtual Poster Session*

Wed, April 8, 7:45am to Sun, April 12, 3:00pm PDT (Wed, April 8, 7:45am to Sun, April 12, 3:00pm PDT), Virtual Posters Exhibit Hall, Virtual Poster Hall

Abstract

Using a national Head Start dataset (FACES 2014-2015), we examined the association between lead teachers' Spanish-related characteristics (i.e., Spanish instruction use and Spanish proficiency) and children's development in executive function (EF), math, and literacy. We explored how these associations varied across five child groups, categorized by home English/Spanish use and English/Spanish proficiency. Multilevel models showed no main effect, but several significant interactions, including: (1) Spanish instruction has less effect on EF gains for Spanish-English dual language learners (DLLs) with low proficiency in both languages; (2) teachers' moderate Spanish fluency had more effect on EF gains for Spanish-dominant DLLs than DLLs with English proficiency, among other findings. Findings underscore the importance of how Spanish-related classroom characteristics differs by children's language status.

Authors

Ashley Diane Boros, The Ohio State University

Ji Young Choi, The Ohio State University