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1



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2



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12 Essential Steps to Plan a High-Quality Program for Dual Language Learners

Webinar 1 of the 4-part series.

WHAT'S THE DIFFERENCE?
Culturally Responsive Teaching & Learning in Early Childhood Education

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3

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4

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5

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6

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7

Objectives

- Understand** what defines a high-quality program for dual language learners (DLLs), a critical step in planning to enhance your program to meet the needs of diverse learners.
- Explore** steps to plan a quality program to meet the needs of DLLs.
- Acquire** strategies for self-assessment to ensure your early childhood program is ready to support the optimal development and learning of DLLs.

8

Learners



Words We Use

9

Assumptions

1. Address the program model where the children are multilingual, and English is their common language
2. Multilingualism is good
3. Children have a double job
4. Educators must be intentional
5. Planning is crucial

10



"Support the development of children's first languages while simultaneously promoting the proficiency in English."

NAEYC: Advancing Equity in Early Education
(2019)

11

A quality program for multilingual children must include

1. Leadership
2. Planning
3. Fidelity to the plan
4. Investment



Planning Is Crucial

12

The Multilingual Classroom:

Diversity
of children, families, and staff taken into account

Investment
Is calibrated for the success of all

Everyone
Interacts in a caring multilingual community

Diversity, Equity, Inclusion in Action!

13

12

STEPS

To Plan a Quality Program for Multilingual Learners

14

STEP 1 Identify and assess educators' concerns and engage educators in planning

Multiple Worries

- How to teach
- How the children learn
- Inadequate resources
- Resentment toward immigrants
- Guilt

Multiple Solutions

Professional development and support

- Teaching strategies
- Language acquisition
- Resources
- Attitudes and beliefs

15

STEP 2 Clarify beliefs about children as learners

If children are... Are teachers?

Plants Builders Explorers

Gardeners Construction supervisors Guides

16

STEP 3 Know the children and their families

17

STEP 4 Identify your goals for the children

Linguistic goals

Socio-cultural goals

18

STEP 5 Identify your human resources



All programs need high-quality staff
Programs teaching multilingual children must be especially vigilant

Be intentional in assigning and hiring staff

19

STEP 6 Provide professional development to monolingual English-speaking educators

Good teaching of multilingual children requires:

- Keen awareness of language
- Understanding of language acquisition
- Special strategies for instruction
- Strong thematic curriculum
- Cultural awareness



20

STEP 7 Provide professional development for bilingual educators



Training and coaching

- English language skills
- Technical education skills
- Workplace skills

21

STEP 8 Identify your material resources



Teaching English Honoring and supporting home languages

22

STEP 9 Engage families

What do families want for their children?



Hopes and goals **Ask and listen**

23

STEP 10 Decide how you will use language in the classroom



English immersion **Dual Immersion in English and another language** **English instruction with informal home-language support** **English instruction with formal home-language support**

24

STEP 11 Have a strong thematic curriculum

Integrated with themes and projects Language and literacy-rich



Children play, listen, talk, read, and write in all areas of the room and times of the day!

25

STEP 12 Start your plan (Example)

- Have 3 languages (Spanish, Vietnamese, and Somali)
 - no bilingual educators
 - all monolingual
 - M: office worker, Spanish.
- Will adjust M's schedule and train to read to children, once a week.
- Will recruit and train two to four parents /community members to work as volunteers with stipend.
- Based on their interests, we will ask them to assist in the classroom with storytelling or reading in Spanish, Vietnamese, and Somali.
 - We will make a regular schedule, that is predictable.
 - They will teach educators one greeting in home language.
- We need to give families a questionnaire (the Family Story Form will work well) to get a better sense of what their goals are for their children.
- We have Spanish books and games. We need books and games in Vietnamese and Somali.
- Find out what budget is available. Look for items on line.
- We will start in September.
 - Review schedule and activities every month.
 - Evaluate how it's going in May for the next year.

26

Review the steps

- 1 Identify and assess educators' concerns and engage in planning
- 2 Clarify beliefs about children as learners
- 3 Know the children and families
- 4 Identify your goals for the children
- 5 Identify your human resources
- 6 Provide training for monolingual English educators
- 7 Provide training for bilingual educators
- 8 Identify your material resources
- 9 Engage families
- 10 Decide how you will use language
- 11 Develop a strong thematic curriculum
- 12 Brainstorm your plan and start

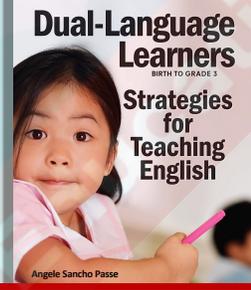


27

Resources



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28

Resources

- Center for Applied Linguistics (CAL) www.cal.org
- Colorin Colorado www.colorincolorado.org
- Early Childhood Learning and Learning Center <http://eclkc.ohs.acf.hhs.gov>
- Milet www.milet.com
- NAEYC www.naeyc.org
- WIDA www.wida.us

29

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NEXT webinar

The Essential Elements of Teaching Dual Language Children and Supporting Their Families in the Learning Process

October 5, 2022



30



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31



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32

