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Assessment of Dual Language Learners in Early Childhood Programs

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

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Supporting Dual Language Learners Certificate



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Objectives

- Develop** Develop an understanding of the purpose of assessment of dual language learners (DLLs) in an early childhood environment.
- Understand** Understand the components of effective assessments for dual language learners (DLLs) in early childhood years.
- Identify** Identify appropriate methods of assessment of dual language learners (DLLs).

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Assessment **What is Assessment?**
 Refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students.

What is Assessed?



Environment Teaching DLL's Learning Program

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Environment Should be supportive of both language and culture. Children should feel safe, understood, valued, and respected.

Assessment Tools



ECERS-3 ITERS-3 ELLCO

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Teaching Should include meaningful interactions that promote growth in all areas of development, including language in English and home language.

Assessment Tools



CLASS CLASS-ELL Classroom Assessment for Supports for Emergent Linguistic Acquisition

Assesses the quality of teaching in prekindergarten through third grade based on teacher-student interactions

Measures the quality of language and literacy supports offered by the teachers to the children with a focus on Dual Language Learners

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Teaching Essential Elements for Teaching Checklist

This slide features a checklist titled 'Essential Elements for Teaching' with columns for 'Item', 'Observed', and 'Noted'. To the right, there is a photograph of a woman thinking and a book cover titled 'Dual-Language Learners: Strategies for Teaching English' by Anita Archer-Perez. A small note at the bottom states: 'This page may be reproduced for classroom use only.'

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Assessment Of Learning

A process of gathering information about a child, reviewing the information, and then using the information to plan educational activities

- Ongoing
- Developmentally appropriate
- Culturally and linguistically responsive
- Tied to daily activities
- Inclusive of families

A critical component of a quality early childhood program

- Guides instruction
- Part of the Teaching Cycle
- Guides program planning
- Provides tools to share with parents so they can follow their child's progress at school, understand their child's strengths and challenges, and plan how to extend learning at home

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Why Assess DLLs?

Provides a record of growth

Cognitive, Physical/Motor, Language, Social-Emotional, and Approaches to Learning

Slower growth may appear as a delay but is due to learning two or more languages.

The slide shows a teacher interacting with a group of diverse young children in a classroom setting.

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Why Assess DLLs?

Identifies children who may need additional support and determine if there is a need for intervention or support services

Is it a language issue, developmental delay or disability?

Helps educators plan individualized instruction for a child or for a group of children that are at the same stage of development

The slide depicts a teacher and a young child engaged in a conversation, with a speech bubble asking 'Is it a language issue, developmental delay or disability?'

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Assessment Of Learning

Steps to take to assess DLLs

- 1 Determine the language child speaks (if any besides English)
- 2 Determine the purpose of the assessment
- 3 Determine that child is not in the observational stage
- 4 Instruments administered in two languages

The slide includes a photograph of a diverse group of children standing in front of a classroom.

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Types Of Assessment

Formal Assessment

- Tests
- Questionnaires
- Standardized tests

Informal Assessment

- Portfolios
- Rating scales
- Observations
- Interviews
- Anecdotal notes

The slide features two small photographs of children engaged in learning activities.

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Assessment Systems

Have been **researched and tested** and are accepted as credible sources for assessing children's development

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naeyc Position Statement on Assessment

All young children have the right to be assessed in ways that **support** their learning and development.

www.naeyc.org/files/naeyc/files/positions/11_ScreeningLanguage.pdf

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naeyc **1** Using Screening and Assessment for Appropriate Purposes

- Used to **understand and improve** children's learning, to **track, monitor, and support** development in all areas, including language development, and to identify disabilities or other special needs
- Used to **evaluate programs** and accountability systems and should never act as a disincentive for programs to serve English-language learners
- Conducted on a **regular** basis

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naeyc **2** Culturally and Linguistically Appropriate Assessments

- Assessment tools are **aligned** with the specific cultural and linguistic characteristics of the children being assessed.
- Assessment was **standardized** with samples of children who are similar to the target children.
- Translations of English language instruments are carefully reviewed for **linguistic and cultural appropriateness** by native speakers well-versed in the complex issues of assessment and translation.

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naeyc **3** Significant Assessment Decisions Involve Two or More Professionals

- Assessments are based on **multiple** methods and measures.
- Assessments are **ongoing**; special attention is given to **repeated** assessments of language development over time.
- Assessments involve **two or more** people.
- Assessments are **age-appropriate**.

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naeyc **4** Using Standardized Formal Assessments

- May be used to **monitor and improve** learning at an individual level
- Decision makers and those conducting assessments are **aware of the concerns and cautions** associated with using standardized formal assessments with young English-language learners.
- Can be useful to **identify disabilities** or other special needs, and for program evaluation and accountability purposes

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naeyc 5 Characteristics of Those Conducting Assessments



- Assessors are **bilingual and bicultural**
- They **know** the child
- They are **knowledgeable about language acquisition**, including second language acquisition
- They are **trained** in and knowledgeable about assessment in general and about considerations in the assessment of young English-language learners in particular

Everyone plays an important role

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naeyc 6 The Role of Family in the Assessment of Young English-Language Learners



- Professionals involved in the assessment of young English language learners **seek information and insight from family** members in selecting, conducting, and interpreting assessments.
- Programs **refrain from using family** members to conduct formal assessments, interpret during formal assessments, or draw assessment conclusions.
- Professionals involved in assessment regularly **inform and update families** on their child's assessment results in a way that is easily understood and meaningful.

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naeyc 7 Needs in the Field



- Scholars provide an **expanded knowledge** base about second language acquisition and the development of young English-language learners.
- More and **better assessments are developed** to meet the most pressing needs.
- Policy makers, institutions of higher education, and programs adopt policies and practices to **recruit and retain** a diverse early childhood workforce, with a focus on increasing the number of bilingual and bicultural early childhood professionals.
- Early childhood professionals, including program administrators, receive **ongoing opportunities for professional development** and support in the area of assessing young English-language learners.

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Assessment is part of the Teaching & Learning Cycle



- Identifying needs
- Planning learning
- Facilitating learning
- Assessing learning
- Evaluating learning

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CONSIDERATIONS

The **inability to understand and/or use the language used in the classroom may impede** the dual language learner's ability to demonstrate his true capabilities. Therefore, when **interpreting a child's performance**, one must take the child's levels of **first and second language development** into consideration (Tabors, 2008).



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CONSIDERATIONS

- Consider how long the child has been speaking and **exposed to his or her home language**.
- Consider how long the child has been speaking and **exposed to English**.
- Determine whether any **difficulties are present** in both languages.
- Observe** the child's language learning environments.



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CONSIDERATIONS

If children are assessed **only in their least proficient language**, their abilities will be underestimated. Frequently, children demonstrate a **language imbalance** as they progress toward bilingualism. Depending on experiences and learning opportunities, children **may not perform** as well as monolingual speakers of each language in all domains. This is a normal and, most often, a **temporary phase of emergent bilingualism** (Paradis, Genesee, and Crago 2011).



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CONSIDERATIONS



- Screen and assess the child in a **variety of ways over time**
- Assess in **both languages**

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Assessment of Program



Holds programs accountable to ensure they respect and incorporate families' cultures and languages into the services provided

Meets the developmental needs of all children in the program by supporting all languages represented

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Assessment of Program Assessment Tool

DLLPA

Dual Language Learners Program Assessment

Designed for Head Start and other early childhood programs that:

- Implement a coordinated approach to service delivery
- Integrate cultural and linguistic responsiveness
- Serve infants, toddlers, and preschoolers
- Use various program service delivery options (e.g., center-based, family child care, home-based)

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Assessment of Program Assessment Tool

DLLPA

Dual Language Learners Program Assessment

- Helps programs promote school readiness for children who are DLLs and the engagement of their families
- Helps programs ensure the integration of culturally and linguistically responsive practices for all children

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Assessment of Program Assessment Tool

DLLPA

Dual Language Learners Program Assessment

Has 10 sections, each of which is grounded in the Head Start Program Performance Standards (HSPPS), reflects current research, and identifies culturally and linguistically responsive practices

Divided into (2) parts:

- Management Systems
- Program Service Area

<https://edlic.chs.a21.tn.gov/sites/default/files/pdf/hsppa-collection-038-revised-03.pdf>

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