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Key Elements to Support Dual Language Learners In An Early Childhood Environment

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

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Supporting Dual Language Learners Certificate



Offered by
 University of Wisconsin
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For more info contact: Anne Tillett tilletta@uww.edu

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Objectives

- Examine** and appreciate the key elements of solid program structure and program staff's contribution to a shared vision to support dual language learning.
- Understand** the contribution of the family and community inclusion model to the success of dual language learners.
- Identify** necessary steps to plan a program that supports dual language learners.

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What are the **Features** of an **Effective** Early Childhood Program that **Supports** Dual Language Learners?



- Cohesive program-wide shared vision
- Professionals who work together to plan the program
- Goals that define their expectations for achievement
- A focus on teaching & learning and commitment to achievement
- High expectations that are shared by children, families, program staff, and administrators

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Features of an Effective Early Childhood Program that Supports Dual Language Learners



- Program Structure
- Staff Quality
- Curriculum
- Teaching & Learning
- Language Input
- Assessment & Accountability
- Community Involvement
- Support and Resources

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Program Structure

- Enrichment-NOT remedial
- Positive school environment-safe and caring
- All children are treated with justice and fairness
- Equitable opportunities for ALL children

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Program Structure

These elements must also be recognized and addressed in professional development, parent training, assessment, and interpretation of evaluation results.

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Program Staff

- Commit to equity
- Train in sociocultural understanding
- Use multiethnic curricular materials
- Integrate the cultural values of all children into the classroom
- Embrace and encourage the use of all home languages represented in the classroom
- Support every child

Staff Quality

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Program Director

- Should be the biggest advocate for supporting dual language learners
- Has a clear vision for the program
- Advocates for the program at all levels
- Acquire the necessary financial and instructional resources for the program
- Oversee staff training that aligns with the vision and goals of the program

Staff Quality

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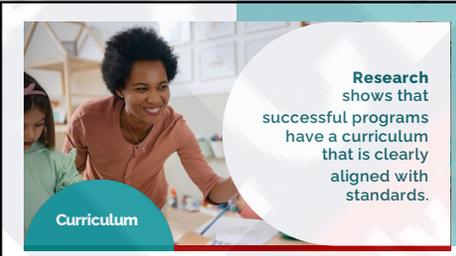


The program has high-quality bilingual staff

- Support the vision and goals of the program
- Take part in training related to supporting Dual Language Learners and their families
- Evaluated by program leaders
- Have partnerships with outside organizations

Staff Quality

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Curriculum

Research shows that successful programs have a curriculum that is clearly aligned with standards.

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Curriculum

- Measurable learning outcomes
- Goals for literacy in home language
- Integration of language and teaching & learning
- Thematic, cross-disciplinary, or project-based learning
- Promotion of sociocultural competence
- Meaningful challenging assessment that incorporates higher-order thinking

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Teaching & Learning

- Variation** of teaching & learning strategies that facilitate students' understanding of academic language and concepts and that help them produce oral or written language
- Scaffolding** in both languages
- Monitoring** of students' understanding of language and concepts in a variety of ways

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Language Input

Educators should provide

- Slower, simplified, and repetitive speech**
- Highly contextualized** language and gestures
- Opportunities** for language use
- Explicit** vocabulary instruction
- Comprehension checks**
- Scaffolding** for clear meaning

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Language Input

Educators should provide sheltered instruction:

- Visual Aids** (pictures, charts, graphs and semantic mapping)
- Model Teaching & Learning**
- Allow** children to act as mediators and facilitators (older children)

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Language Input

Educators should provide sheltered instruction:

- Use** alternative assessments, such as portfolios, to check comprehension
- Provide** comprehensible speech and scaffolding
- Use** a wide range of teaching strategies

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Assessment & Accountability

- Action plans** are developed and used to inform all aspects of the program
- Information** is gathered about children so educators can adjust teaching & learning to better meet their needs
- Assessment** is aligned with program goals and with state content and language standards

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Assessment & Accountability

- Assessment** in both languages
- Results** are used to guide and inform teaching & learning
- Program Staff** are provided ongoing professional development opportunities in assessment and accountability

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- **The program** is connected with children's families and the community
- **Office staff** is bilingual and demonstrate sociocultural competence to effectively serve all families
- **There is** a positive program climate and all families are valued and welcomed into the program community

Community Involvement

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- **The program** promotes family and community engagement and advocacy through outreach activities and support services
- **The program** actively refers families to resources in the community
- **Communication** with families and the community is in the appropriate language

Community Involvement

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- **Program leaders** have adequate knowledge to support and lead program
 - Directors, staff, families, community members
- **The program** has adequate funding to meet program goals
 - Provides sufficient staff, equipment, and materials in both program languages to meet program goals

Support and Resources

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- **The program** engages in public relations activities to promote the program to a variety of audiences
- **Program** staff actively participate in formal and informal coalitions to strengthen support for dual language education

Support and Resources

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12 STEP
Plan for Program Development

Dual-Language Learners- Birth to Grade 3: Strategies for Teaching English
by Angèle Sancho Passe

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Conclusion

- **Effective** early childhood programs that serve dual language learners must have a clear vision that is embraced by families and program staff, as well as the community.
- **As part** of the vision, goals should be developed that focus on the whole child, providing them with the opportunity for academic and personal growth.

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Resources

Passe, Angèle Sancho. (2013). *Dual-Language Learners- Birth to Grade 3: Strategies for Teaching English*. St. Paul, MN: Red Leaf Press

Howard, E. R., Lindholm-Leary, K. J., Rogers, D., Olague, N., Medina, J., Kennedy, D., Sugarman, J., & Christian, D. (2018). *Guiding Principles for Dual Language Education (3rd ed.)*. Washington, DC: Center for Applied Linguistics.
 Accessed online <https://www.dclerning.org/content/uploads/2020/07/Guiding-Principles-for-Dual-Language-Education-3rd-edition.pdf>

Video- https://youtu.be/WhwiBa_VBh8

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