

Dual Language Learner Resource Guide



Best and Promising Practices for Supporting
Young Dual Language Learners in California
2020

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Introduction

California's approach to enhancing the quality of early learning settings includes a focus on the learning and development of young dual language learners (DLLs), birth to five years of age. It is critical early educators support the continued development of the home language to enable children to take full advantage of their developing ability to learn concepts through their home language, prevent language loss, foster positive social and emotional development, and provide a foundation for English language development. To optimize the learning and development of young DLLs, early educators must partner with families to support language development in the home language and in English.

Dual language learners (DLLs)

are children who are learning two or more languages at the same time.

Home language is the primary language used by the child's family in the home environment. Children may have more than one home language.

This guide provides early learning programs that serve young DLLs (infants, toddlers, and preschoolers) with resources that highlight evidence-based strategies to improve the quality of instructional practices and interactions with young DLLs, including partnering with families in this effort.

Importance of a Comprehensive Approach

The California Preschool Program Guidelines explicitly address the need for a comprehensive approach to supporting young DLLs:

"Administrators will need to facilitate the development of policies for supporting dual language learners, adopt a program approach that supports those language policies, monitor the language of instruction, and continually evaluate the progress of all children in their programs"



including dual language learners” (California Department of Education, 2015, p. 55; see the entry for California Preschool Program Guidelines in Section 2). Thus, the programmatic elements of an early childhood program (or setting) should attend to professional development for teachers and caregivers that results in responsive and intentional teaching practices and family engagement strategies to support young DLLs.

Four focus areas of early childhood settings serving young DLLs and their families address intentional support: programmatic elements, professional development, intentional teaching, and family engagement. The chart, Dual Language Learner Focus Areas, provides a brief description of each focus area.

Dual Language Learner Focus Areas

PROGRAMMATIC ELEMENTS	PROFESSIONAL DEVELOPMENT	INTENTIONAL TEACHING	FAMILY ENGAGEMENT
Program philosophy and approach promote dual language development.	Program staff and teachers are provided with professional development to support dual language development.	Teachers use strategies that support the home language and English to foster bilingualism.	Program staff and teachers partner with families in setting language goals and engaging in language literacy activities at home.
Program and learning environment reflect the cultural and linguistic backgrounds of children and families enrolled in the program.			



About the Resources

Who is This For?

Early educators, including administrators and professional development providers, are encouraged to use these resources to guide professional development for working with young DLLs and their families and to address their specific needs in programmatic and instructional planning.



How Is It Organized?

This resource guide is made up of three sections: At-a-Glance, Resource Guidance for Early Childhood Settings, and Additional Resources.

SECTION 1

Section 1: At-a-Glance provides a high-level overview of the resources available nationwide, with a focus on California resources. It is organized by age group (infant/toddler, preschool, birth to age 5) within the four focus areas: programmatic elements, professional development, intentional teaching, and family engagement.

SECTION 2

Section 2: Resource Guidance for Early Childhood Settings builds on Section 1 by providing resource highlights and suggested use (organized by early educator and professional development provider and/or administrator) with recommendations for implementation. For each resource, the age group, media type, and DLL focus area are indicated along with a hyperlink to the source.

SECTION 3

Section 3: Additional Resources provides a list of readings on supporting DLLs in the following areas: Research and Evaluation, Research-to-Practice Articles, Policy Briefs, Self-Study, and Other Sources. For each resource, the age group and media type are indicated along with a hyperlink to the source.

SECTION 1

At-a-Glance

Resources by Age and Strategy Area

Birth to Age 5 Resources

RESOURCE TITLE	REGION	MEDIA TYPE	DLL FOCUS AREAS
<i>All About Young Children: Information for Families on Children's Early Development</i>	California	Video	Family Engagement
		Online	
		Print	
<i>Best Practices for Planning Curriculum for Young Children: Family Partnerships and Culture</i>	California	Online	Family Engagement
		Print	Programmatic Elements
<i>California Early Childhood Online (CECO)</i>	California	Online	Intentional Teaching
			Family Engagement
			Professional Development
			Programmatic Elements
<i>Dual Language Learners Toolkit</i>	National	Video	Intentional Teaching
		Online	Family Engagement
		Print	Professional Development
			Programmatic Elements
<i>Early Childhood Educator (ECE) Competencies Self-Assessment Tool (CompSAT)</i>	California	Video	Intentional Teaching
		Online	Family Engagement
		Print	Professional Development
<i>Guidelines for Early Learning in Child Care Home Settings</i>	California	Online	Intentional Teaching
		Print	
<i>Institute for Learning & Brain Sciences (I-LABS) Training Modules</i>	National	Video	Intentional Teaching
		Online	Professional Development
<i>PD2GO Collection</i>	California	Video	Intentional Teaching
		Online	Family Engagement
			Professional Development
			Programmatic Elements
<i>Planned Language Approach</i>	National	Video	Intentional Teaching
		Online	Family Engagement
		Print	Professional Development
			Programmatic Elements
<i>Promoting the Educational Success of Children and Youth Learning English, Promising Futures Toolkit</i>	National	Video	Intentional Teaching
		Online	Family Engagement
		Print	Professional Development

Infant/Toddler Resources

RESOURCE TITLE	REGION	MEDIA TYPE	DLL FOCUS AREAS
<i>California Infant/Toddler Curriculum Framework</i>	California	Online	Intentional Teaching
		Print	Professional Development
<i>Infant/Toddler Learning & Development Program Guidelines (2nd Edition)</i>	California	Online Print	Intentional Teaching
			Family Engagement
			Professional Development
			Programmatic Elements
<i>More Than Baby Talk: 10 Ways to Promote the Language and Communication Skills of Infants and Toddlers</i>	National	Online	Intentional Teaching
		Print	Professional Development
<i>Program for Infant/Toddler Care (PITC)</i>	California	Video	Intentional Teaching
		Online	Professional Development
		Print	
<i>Zero to Three: Resources for Dual Language Learners</i>	National	Video	Family Engagement
		Online	Professional Development
		Print	

Preschool Resources

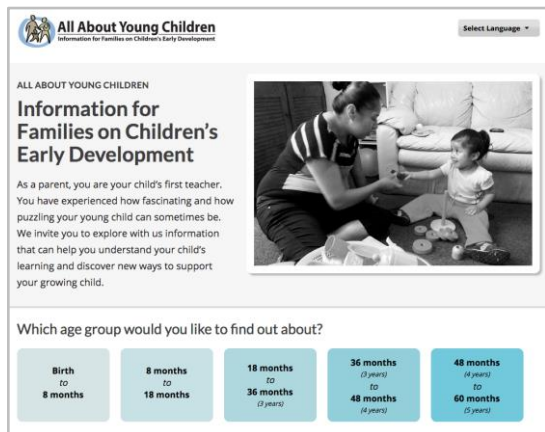
RESOURCE TITLE	REGION	MEDIA TYPE	DLL FOCUS AREAS
<i>California Preschool Curriculum Framework</i>	California	Video	Intentional Teaching
		Online	Professional Development
		Print	
<i>California Preschool Instructional Network (CPIN)</i>	California	Online	Intentional Teaching
		Print	Family Engagement
			Professional Development
<i>California Preschool Program Guidelines</i>	California	Online	Intentional Teaching
		Print	Family Engagement
			Programmatic Elements
<i>Online Dialogic Reading Modules for Teachers of Dual Language Learners</i>	National	Online	Intentional Teaching
		Print	Professional Development
<i>Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning—A Resource Guide (2nd Edition)</i>	California	Video	Intentional Teaching
		Online	Family Engagement
		Print	
<i>The Young Dual Language Learner: 20 Short Videos—A Guide for Presenters</i>	National	Video Online	Professional Development

SECTION 2

Resource Guidance for Early Childhood Settings

California Resources

All About Young Children: Information for Families on Children's Early Development



SOURCE

California Department of Education

AGE

Birth to Age 5 Resource

REGION

California

AUDIENCES

Administrator, Early Educator, Family

MEDIA TYPES

Video Online Print

DLL FOCUS AREA

Family Engagement

LINK

<https://allaboutyoungchildren.org/english/>

All About Young Children: Information for Families on Children's Early Development [website]. Retrieved from <http://www.allaboutyoungchildren.org/english/>

Resource Highlights

- Online parent resource to promote families' understanding of child development and how to support learning at home
- Informational resources and videos organized by age group and developmental areas
- Topic areas: Social and Emotional Development, Language Development and Literacy, Number Sense, Physical Development, and Approaches to Learning
- Available in multiple languages.

How will I use this?

Early Educator

- Explore the video clips and resources with parents in developmental areas of focus.
- Share strategies that parents can continue at home to promote language development.

Professional Development Provider or Administrator

- Stream videos at parent education meetings to demonstrate examples of developmental skills in action. Use prompts to promote discussion among parents.
- Provide an Internet-ready computer and printed version of the resource sheets for parents.

Best Practices for Planning Curriculum for Young Children: Family Partnerships and Culture



SOURCE

California Department of Education

AGE

Birth to Age 5 Resource



REGION

California

AUDIENCES

Administrator, Early Educator,
Professional Development Provider

MEDIA TYPES

 Online  Print

DLL FOCUS AREAS

Programmatic Elements
Family Engagement

LINK

<http://www.cde.ca.gov/sp/cd/re/documents/familypartnerships.pdf>

<https://cdep.klas.com/product/001795/>

California Department of Education. (2015). *Best practices for planning curriculum for young children: Family partnerships and culture*. Sacramento, CA: Author.

Resource Highlights

- Describes practices that support family partnerships and inclusion of children's cultural experiences as essential parts of planning curriculum for young children birth to age 5
- Complements the California Infant/Toddler Curriculum Framework and the California Preschool Curriculum Frameworks, Volumes One, Two, and Three

How will I use this?

Early Educator

- Use "Box 2. Issues to Consider in Learning About Families and Cultures" to reflect on and assess your own understanding of important aspects of family lives.
- Review the vignettes in each section that describe specific practices to support children and families.

Professional Development Provider or Administrator

- Use "Box 4. Strategies for Cultural Responsiveness in Teaching and Learning" as a guide to evaluate efforts for supporting ethnically and culturally diverse children.
- Review and discuss the vignettes and suggested strategies during curriculum planning, training, and staff meetings.

California Early Childhood Online (CECO)



SOURCE

California Department of Education

AGE

Birth to Age 5 Resource

REGION

California

AUDIENCES

Administrator, Early Educator,
Professional Development Provider

MEDIA TYPES

 Online

DLL FOCUS AREAS

Intentional Teaching
Family Engagement
Professional Development
Programmatic Elements

LINK

<http://caearlychildhoodonline.org/>

California Early Childhood Online (CECO)[website]. Retrieved from <http://caearlychildhoodonline.org/>

Resource Highlights

- Online modules focused on California Early Learning and Development System (ELDS) resources and other state-approved content for early childhood educators
- A complete listing of available modules: https://www.caearlychildhoodonline.org/Modules%20Available_English_033017.pdf
- Available in Spanish
- Requires registration in [California Early Care & Education Workforce Registry](#)

How will I use this?

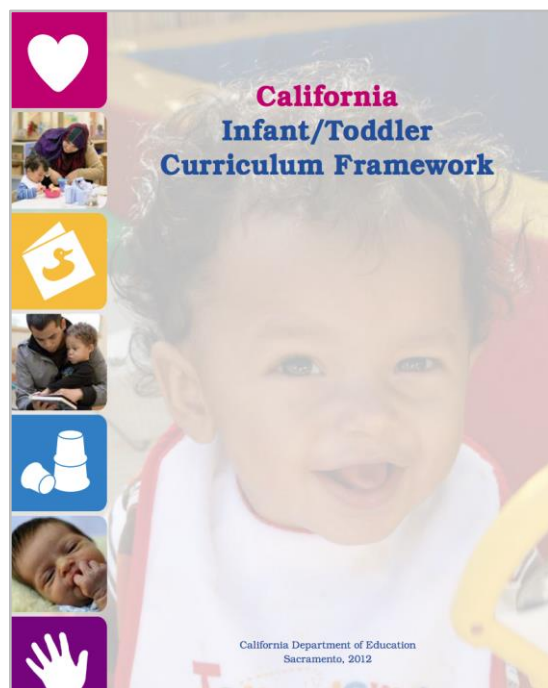
Early Educator

- Complete online training modules focused on the ELDS.
- Explore the Foundations and Curriculum Frameworks in online modules that include a focus on supporting the home language for DLLs.

Professional Development Provider or Administrator

- Use the CECO learning portal to provide alternative access to professional development.
- Provide an Internet-ready computer and printed version of the ELDS resources for teaching staff.

California Infant/Toddler Curriculum Framework



SOURCE

California Department of Education

AGE

Infant/Toddler Resource



REGION

California

AUDIENCES

Administrator, Early Educator

MEDIA TYPES

 Online  Print

DLL FOCUS AREAS

Intentional Teaching
Professional Development

LINK

http://www.cde.ca.gov/sp/cd/re/documents/it_curriculumframework.pdf

<https://cdep.klas.com/product/001723/>

California Department of Education. (2012). *California infant/toddler curriculum framework*. Sacramento, CA: Author.

Resource Highlights

- Each chapter focuses on one domain of the early learning and development foundations and includes principles, concepts, and practices to plan learning environments, interactions, experiences, and daily routines for children.
- The two companion resources (California Infant/Toddler Learning & Development Foundations and California All About Young Children website) provide general guidance for infant and toddler programs on developmentally appropriate and responsive care for young children.
- The California Early Childhood Online (CECO) training site serves as a companion resource that provides an interactive overview of the Foundations and Curriculum Framework.

How will I use this?

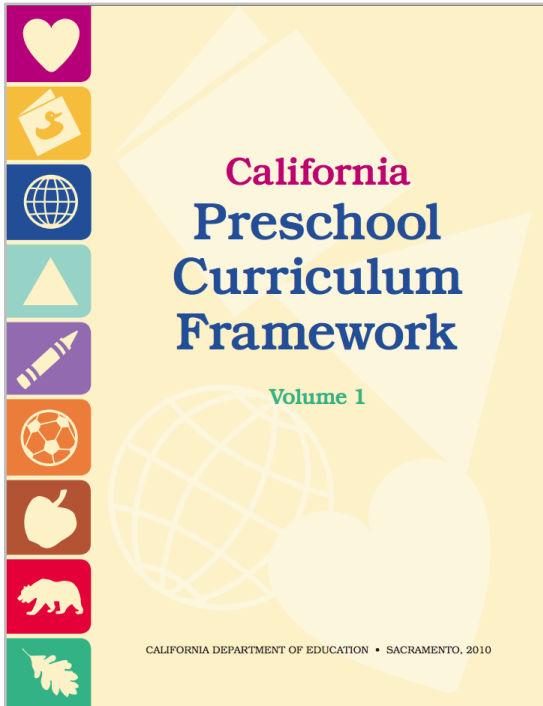
Early Educator

- Use the Curriculum Framework to support activities and interactions with DLLs across all domains of learning and development.

Professional Development Provider or Administrator

- Guide a staff discussion on the benefits of intentional practice and relationships using “Questions for Reflection.”
- Use the guiding principles in the Curriculum Framework to guide training content, such as including language in interactions with infants and toddlers or creating literacy-rich environments.
- Provide the printed version of the companion volumes for staff to review.

California Preschool Curriculum Framework



SOURCE

California Department of Education

AGE

Preschool Resource

REGION

California

AUDIENCES

Administrator, Early Educator,
Professional Development Provider

MEDIA TYPES

 Video  Online  Print

DLL FOCUS AREAS

Professional Development
Intentional Teaching

LINK

<http://www.cde.ca.gov/sp/cd/re/psframework.asp>

https://cdep.klas.com/?s=California+Preschool+Curriculum+Frameworks&post_type=product&dgwt_wcas=1

California Department of Education. (2010). *California preschool curriculum framework* (Vol. 1). Sacramento, CA: Author.

Resource Highlights

- Each section includes an overview of the domain, strategies, vignettes, and reflective questions to support the planning of learning environments and experiences.
- The two companion resources (California Preschool Learning Foundations and California All About Young Children website) provide general guidance for preschool programs on developmentally appropriate and supportive care for young children.
- The California Early Childhood Online (CECO) training site serves as a companion resource that provides an interactive overview of the Foundations and Curriculum Frameworks.
- A companion DVD (available for purchase) includes an overview for each domain and classroom practices.

How will I use this?

Early Educator

- Explore the English-language development foundations specifically designed for children entering preschool with a home language other than English.
- Use the English-language development foundations to create lessons that support children in the skills of Listening, Speaking, Reading, and Writing.
- Use the narrative “Vignettes, Teachable Moments” as guidance for addressing similar situations in the program.

Professional Development Provider or Administrator

- Use the guiding principles for training on a variety of topics, such as the importance of meaningful relationships with families, allowing use of the home language for immediate access to the entire curriculum.
- Use “Questions for Reflection” in staff meetings and trainings to guide discussion and curriculum planning.
- Use the CECO learning portal to provide alternative access to professional development.
- Provide an Internet-ready computer and printed version of the Early Learning and Development System resources for teaching staff.

California Preschool Instructional Network (CPIN)



SOURCE

California Department of Education

AGE

Preschool Resource



REGION

California

AUDIENCES

Administrator, Early Educator,
Professional Development Provider

MEDIA TYPES

 Online  Print

DLL FOCUS AREAS

Intentional Teaching
Family Engagement
Professional Development
Programmatic Elements

LINK

<http://cpin.us/>

California Preschool Instructional Network (CPIN)[website]. (n.d.).

Retrieved from <http://cpin.us/>

Resource Highlights

- The California Preschool Instructional Network (CPIN) provides high-quality professional development for preschool administrators and teachers. CPIN highlights current research-based information, resources, and effective instructional practices including the resource guide *Preschool English Learners (PEL): Principles and Practices to Promote Language, Literacy and Learning*, the *California Preschool Learning Foundations*, and the *California Preschool Curriculum Framework*.

How will I use this?

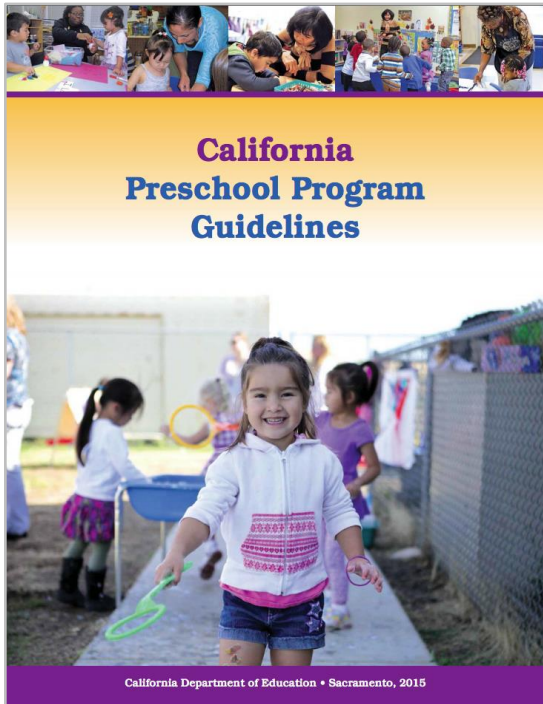
Early Educator

- Attend the series of *Preschool English Learners: Principles and Practices to Promote Language, Literacy and Learning* training to learn how young children acquire a second language and become familiar with the resource guide.
- Learn to use the PEL resource guide to explore the stages and pathways of second language acquisition, practical strategies, and activities to support DLLs at each stage.

Professional Development Provider or Administrator

- Contact your Regional Lead or visit cpin.us to review PEL guide training opportunities for teachers working with DLLs and their families: <http://cpin.us/regions>
- Access the Admin/Coaches Resources section from the Teachers Resources dropdown menu to learn about building on-site training capacity and obtain copies of and links to other Early Learning and Care Division (ELCD) publications and resources.

California Preschool Program Guidelines



SOURCE

California Department of Education

AGE

Preschool Resource



REGION

California

AUDIENCES

Administrator, Early Educator,
Professional Development Provider

MEDIA TYPES

 Online  Print

DLL FOCUS AREAS

Programmatic Elements
Intentional Teaching
Family Engagement

LINK

<http://www.cde.ca.gov/sp/cd/re/documents/preschoolprogguidlns2015.pdf>

<https://cdep.klas.com/product/001750/>

California Department of Education. (2015). *California preschool program guidelines*. Sacramento, CA: Author.

Resource Highlights

- Guidance focuses on the elements of high-quality preschool programs.
- Chapter 3: The Role of the Preschool Teacher includes, “Be Responsive to Children’s Linguistic and Cultural Experiences.”
- Chapter 6: Support for Young Dual Language Learners includes guiding principles for supporting young DLLs and describes program approaches and teaching practices.
 - Table 6.1 on page 82 describes three possible programmatic structures for a balanced bilingual program approach.
- Chapter 8: The program guidelines address assessment and family engagement.
- The companion DVD set ([available for purchase](#)) illustrates how teachers and program administrators can put the guidelines into practice. Disc 2 includes segments on supporting young DLLs.

How will I use this?

Early Educator

- Explore “Becoming a Reflective Teacher, Thinking Lens” in Chapter 3 and Chapter 6 for teaching practices that support home language development while also promoting English-language development.
- Review “English-Language Development-with-Home-Language-Support Program Approach” and recommended practices for young DLLs.

Professional Development Provider or Administrator

- Use “The Reflective Curriculum Planning Process” in staff meetings and trainings for reflection on how to expand children’s thinking, language, and interactions.
- Review “Guiding Principles for Supporting Young Dual Language Learners” with teachers and program staff and discuss the program’s policies for supporting DLLs, the program approach that supports those language policies, and how to continually evaluate the progress of all children being served, including DLLs.
- Use the Sample Family Languages and Interests Interview to begin documenting language use at home and preferences for preschool.

Early Childhood Educator (ECE) Competencies Self-Assessment Tool (CompSAT)



SOURCE

California Department of Education

AGE

Birth to Age 5 Resource

REGION

California

AUDIENCES

Administrator, Early Educator,
Professional Development Provider

MEDIA TYPES

Video Online Print

DLL FOCUS AREAS

Intentional Teaching
Family Engagement
Professional Development

LINKS

<https://www.youtube.com/channel/UCTQbay4V3qPcnPoNeCFODgQ>

<http://www.ececompsat.org/>

<https://cdep.klas.com/product/001792/>

Early Childhood Educator (ECE) Competencies Self-Assessment Tool (CompSAT) [website]. Retrieved from <http://ececompsat.org/>

Resource Highlights

- Online website for early child care providers to navigate the California ECE Competencies
- A summary, a series of videos, and activities included for self-reflection for each competency area
- Users self-assess their knowledge, skills, and dispositions in the competency areas
- Some content available in Spanish

How will I use this?

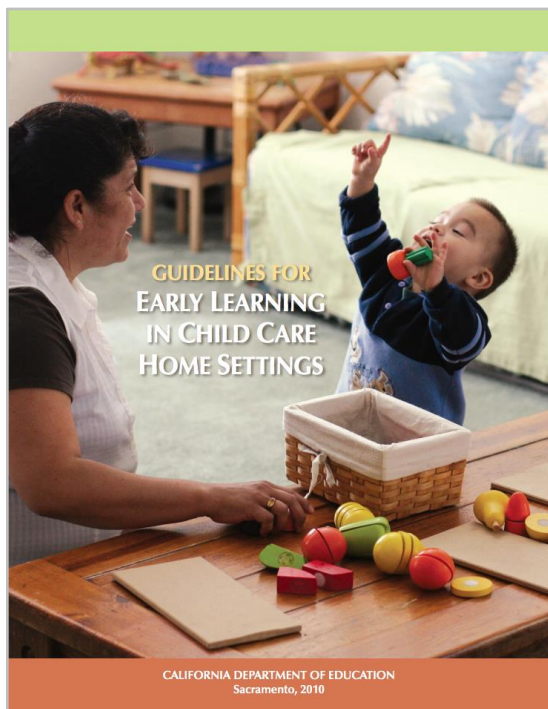
Early Educator

- Use "[The Portfolio Protocol](#)" to prepare your professional portfolio by following the protocol for planning and developing portfolio entries.
- Review the video library to view interactions in action and in context, reflect on everyday practices, and assess skills related to working with DLLs, fostering home language, and building partnerships with families.
- Engage in self-reflection by exploring the "Keys to Reflection and Inquiry."

Professional Development Provider or Administrator

- Stream videos at staff meetings and trainings to demonstrate examples of intentional teaching and effective family partnerships in action.
- Use the "Keys to Reflection and Inquiry" to guide discussion on important topics related to caring for young DLLs and working with families.
- Use "Desired Outcomes for Practitioners" and "Desired Outcomes for Children" in the Dual Language Learning competency to guide professional development.
- Provide time for teaching staff to create a professional portfolio.

Guidelines for Early Learning in Child Care Home Settings



SOURCE

California Department of Education

AGE

Birth to Age 5 Resource

REGION

California

AUDIENCES

Early Educator, Administrator,
Professional Development Provider

MEDIA TYPES

 Online  Print

DLL FOCUS AREA

Intentional Teaching

LINK

<http://www.cde.ca.gov/sp/cd/re/documents/el/guidelineshome.pdf>

<https://cdep.klas.com/product/001699/>

California Department of Education. (2010). *Guidelines for early learning in child care home settings*. Sacramento, CA: Author.

Resource Highlights

- Daily home activities and strategies for meaningful conversations with children to develop their vocabularies and encourage interest in books and stories
- Demonstrates working with families respectfully and showing appreciation for their home language and culture
- Chapter 3. Developing a Home-Based Curriculum
 - Language and Literacy Development: Respect children's home language
- Chapter 4. Professional Development for Home-Based Child Care Providers
- Chapter 5. Home-Based Child Care as Part of an Early Learning System

How will I use this?

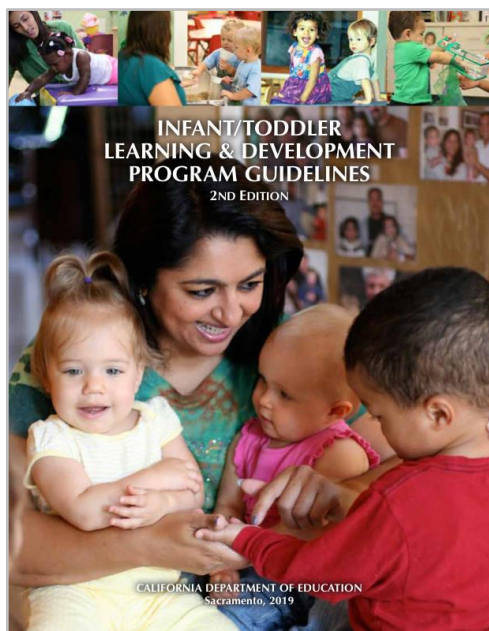
Early Educator

- Review "Practices" for suggestions and specific examples to try out each day with infants, toddlers, and preschoolers.
- Review suggestions for how to use the child's home language as well as the dominant language of the children in your program across activities and experiences. See "Practices That Foster Respect for Home Languages" (pp. 89-90).

Professional Development Provider or Administrator

- Use Chapter 4 for suggestions on organizing connections among providers in family child care organizations, associations, and networks.
- For ideas for effective home-based child care through professional development, see pages 120-121.
- Use "California's Early Learning and Development System" in Chapter 5 to orient providers to the system of supports, particularly for DLLs.

Infant/Toddler Learning & Development Program Guidelines (2nd Edition)



SOURCE

California Department of Education

AGE

Infant/Toddler Resource



REGION

California

AUDIENCES

Administrator, Early Educator,
Professional Development Provider

MEDIA TYPES

 Online  Print

DLL FOCUS AREAS

Intentional Teaching
Family Engagement
Professional Development
Programmatic Elements

LINK

<https://www.cde.ca.gov/sp/cd/re/documents/itguidelines2019.pdf>

<https://cdep.klas.com/product/001798/>

California Department of Education. (2019). *Infant/toddler learning & development program guidelines* (2nd ed.). Sacramento, CA: Author.

Resource Highlights

- Includes a chapter on supporting DLLs
- Provides guidelines for care and education during the first three years of life that emphasize the importance of children developing their home language

How will I use this?

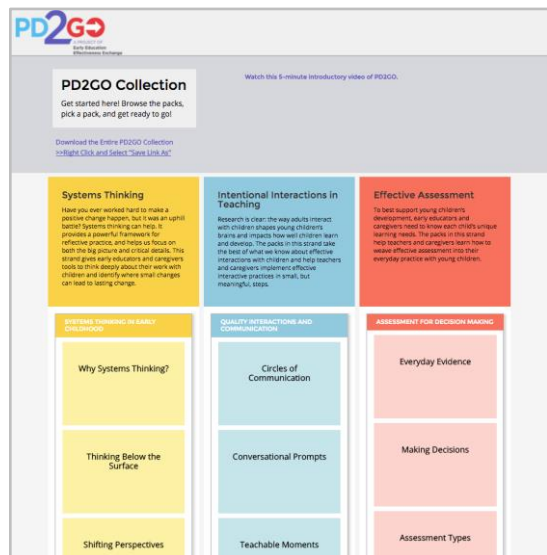
Early Educator

- Review specific guidelines and strategies, outlined in the chapter for “TEACHERS,” to support young children in feeling comfortable and communicating needs in the group care setting.

Professional Development Provider or Administrator

- Review programmatic practices addressed in the guidelines, such as providing a family-oriented, culturally and linguistically responsive program and hiring teaching staff who are representative of the children’s cultural and linguistic communities.
- Use the guiding principles on how language and culture can be incorporated into daily care and routines to guide training topics and discussion.

PD2GO Collection



SOURCE

First 5 California

AGE

Birth to Age 5 Resource

REGION

California

AUDIENCES

Administrator, Early Educator,
Professional Development Provider

MEDIA TYPES

Video Online Print

DLL FOCUS AREAS

Intentional Teaching
Family Engagement
Professional Development
Programmatic Elements

LINK

<http://www.ccfc.ca.gov/partners/PD2GO/index.html>

PD2GO Collection [website]. Retrieved from
<http://www.ccfc.ca.gov/partners/PD2GO/index.html>

Resource Highlights

- A series of 15-minute professional development modules focused on continuous quality improvement in early learning programs organized around quality improvement topics such as family engagement, dual language learning, and coaching in early learning.
- DLL-specific content includes:
 - Connecting with Dual Language Learners,
 - Scaffolding Dual Language Learning, and
 - Small Groups for Dual Language Learners.

How will I use this?

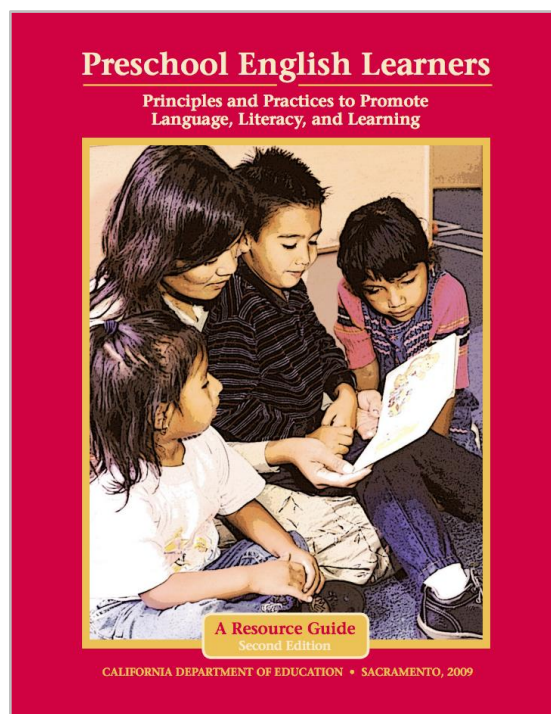
Early Educator

- Explore “Big Idea Packs” such as “Systems Thinking,” which provides a framework for reflective practice such as supporting individualization and understanding DLLs.

Professional Development Provider or Administrator

- Use the step-by-step instructions for coaching resources, self-reflection, and vignettes in the facilitator’s guide for staff meetings and trainings.

Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning—A Resource Guide (2nd Edition)



SOURCE

California Department of Education

AGE

Preschool Resource

REGION

California

AUDIENCES

Administrator, Early Educator

MEDIA TYPES

 Video  Online  Print

DLL FOCUS AREAS

Intentional Teaching
Family Engagement

LINK

<http://www.cde.ca.gov/sp/cd/re/documents/pseinglearnersed2.pdf>

<https://cdep.klas.com/product/001703/>

California Department of Education. (2009). *Preschool English learners: Principles and practices to promote language, literacy, and learning* (2nd ed.). Sacramento, CA: Author.

Resource Highlights

- Resource guide to support preschool DLLs and their families
- Teaching strategies to support children's communication skills in their home language and English (pp. 52–55)
- *A World Full of Language: Supporting Preschool English Learners* available as a companion DVD and website ([Digital Chalkboard](#)) for observable in-action strategies that support second-language acquisition

How will I use this?

Early Educator

- Review “Principles and Practices” to guide instructional strategies and work with families.
- Use “Ask Yourself” prompts to guide self-reflection and support lesson planning.
- Explore “Research to Practice” video examples on how to support DLLs effectively.

Professional Development Provider or Administrator

- Use to facilitate the development of teachers' knowledge of dual language development and recommended teaching practices to support second-language acquisition.
- Review the examples from the DVD during staff meetings and trainings to facilitate discussion and help teaching staff understand the suggested strategies in context.
- Use the modules on Digital Chalkboard to facilitate discussion of a variety of training topics.

Program for Infant/Toddler Care (PITC)



Resource Highlights

- Focused strategies foster infant and toddler development (birth to age three)
 - Module III: Learning and Development
 - Module IV: Culture, Family, and Providers
- *A Guide to Language Development and Communication* (2nd edition) includes the latest research about the role of the family's culture in language development and how to support bilingual development in infant/toddler care settings.
- *Early Messages: Facilitating Language Development and Communication* is available as a DVD for observable in-action infant caregiver communication and 10 strategies caregivers can use to enhance communication and language development.

How will I use this?

Early Educator

- Explore materials for studying infants in care, reflecting and recording their interests and developing skills, and planning experiences for subsequent learning.

Professional Development Provider or Administrator

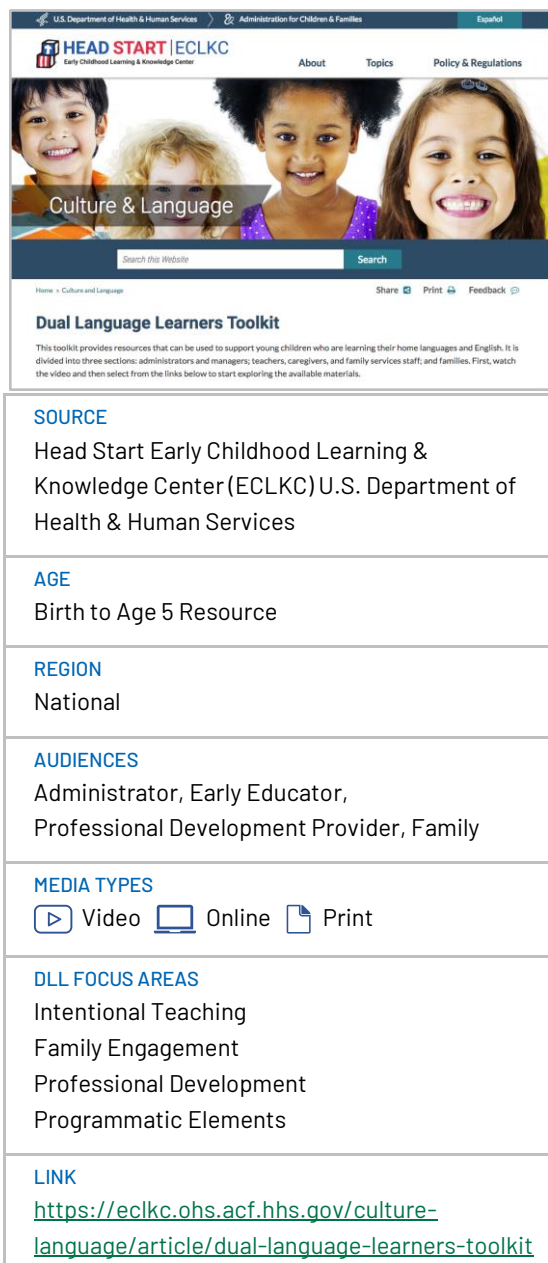
- Use *A Guide to Language Development and Communication* to plan professional development on a variety of topics related to children during the first three years of life.
- Stream videos during staff meetings and trainings to demonstrate examples of intentional teaching and effective family partnerships in action.
- Arrange on-site and/or online training and coaching from PITC on the philosophy, curriculum, and recommended practices for infant and toddler care.
- The Partners for Quality program provides subsidized online and on-site training and coaching to infant and toddler center staff and groups of family child care providers.

SOURCE	WestEd and California Department of Education
AGE	Infant/Toddler Resource
REGION	California
AUDIENCES	Administrator, Early Educator, Professional Development Provider
MEDIA TYPES	Video Online Print
DLL FOCUS AREAS	Intentional Teaching Professional Development
LINKS	https://www.pitc.org/cs/pitclib/download/pitc_res/1204/PITC_Resource_Catalog_2017.pdf?x-r=pcfile_d https://www.pitc.org/pub/pitc_docs/pqintro.html

Mangione, P. L., & Greenwald, D. (Eds.). (2011). *Infant/toddler caregiving: A guide to language development and communication* (2nd ed.). Sacramento, CA: California Department of Education.

National Resources

Dual Language Learners Toolkit



SOURCE
Head Start Early Childhood Learning & Knowledge Center (ECLKC) U.S. Department of Health & Human Services

AGE
Birth to Age 5 Resource

REGION
National

AUDIENCES
Administrator, Early Educator, Professional Development Provider, Family

MEDIA TYPES
Video Online Print

DLL FOCUS AREAS
Intentional Teaching
Family Engagement
Professional Development
Programmatic Elements

LINK
<https://eclkc.ohs.acf.hhs.gov/culture-language/article/dual-language-learners-toolkit>

Dual Language Learners Toolkit. (n.d.). Retrieved from <https://eclkc.ohs.acf.hhs.gov/culture-language/article/dual-language-learners-toolkit>

Resource Highlights

- Resources for supporting the home language and building an intentional approach to language use
- Specific resources for administrators, early educators, and families
 - Administrators and managers: Research, Systems, Policies and Practices, and Support for Staff Development
 - Teachers, caregivers, and family service staff: Importance of Home Language; Science to Practice; Support Learning English—strategies for supporting English-language development and adults who do not speak the home language; and Professional Development
 - Families: Handbook of tip sheets on family well-being, safety and protection, guidance, and discipline

How will I use this?

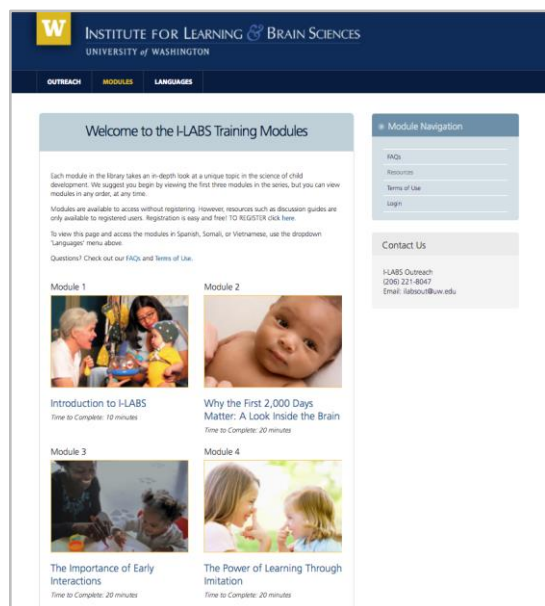
Early Educator

- Review resources and tip sheets (e.g., Importance of Home Language, Support Learning English).
- Use “[Highly Effective Teachers Use Key Language and Literacy Strategies All Day, Every Day, with Every Child!](#)” with program and teaching staff. Practice the OWL: Observe, Wait, Listen approach and reflect on your experience.
- Share the “[Home Language for Success in School and Life](#)” video and the tip sheets with families to encourage their continued support of the home language.

Professional Development Provider or Administrator

- Review the tip sheets in small groups and teaching teams to support professional development in effective teaching practices for young DLLs.
- Review videos in small groups and use topics to guide discussion.

Institute for Learning & Brain Sciences (I-LABS) Training Modules



SOURCE

University of Washington, Institute for Learning & Brain Sciences

AGE

Birth to Age 5 Resource

REGION

National

AUDIENCES

Administrator, Early Educator,
Professional Development Provider, Family

MEDIA TYPES

 Video  Online

DLL FOCUS AREAS

Intentional Teaching
Professional Development

LINK

<http://modules.ilabs.uw.edu/outreach-modules/>

Resource Highlights

- Online training and overview modules on topics in early child development that support language and bilingual language development
 - Module 6: Language Development: Learning the Sounds of Language
 - Module 11: Bilingual Language Development
 - Module 16: Foundations of Literacy
 - Module 17: Development of Literacy
- Modules also available in multiple languages

How will I use this?

Early Educator

- Explore topics related to language development for young children to support development of language experiences.
- Share overview videos for modules with families to support their understanding of language development in one or more languages.

Professional Development Provider or Administrator

- Use the training modules to focus on specific program- or classroom-level strategies for effective practice. Discuss the videos in small groups or teaching teams.
- Provide teaching and caregiving staff with access to an Internet-ready computer.

Welcome to the I-LABS training modules (n.d.). Retrieved from <http://modules.ilabs.uw.edu/outreach-modules/>

More Than Baby Talk: 10 Ways to Promote the Language and Communication Skills of Infants and Toddlers



Resource Highlights

- Describes 10 practices that early childhood teachers can use to foster language and communication skills among infants and toddlers
- Based on research supporting adult-child interactions for strong language and communication skills

How will I use this?

Early Educator

- Explore the 10 practices for implementation with infants and toddlers.
- Share practices with families that they can use at home to promote communication skills with their children.
- Share the “More Than Baby Talk” handout with families to promote communication skills with their children at home.

Professional Development Provider or Administrator

- Discuss the 10 practices in small groups or teaching teams.
- Use the active language terms for coaching and discussing implementation, such as Get Chatty, Be a Commenter, Label It, and others.

SOURCE

Frank Porter Graham Child Development Institute

AGE

Infant/Toddler Resource

REGION

National

AUDIENCES

Administrator, Early Educator, Professional Development Provider, Family

MEDIA TYPES

Online Print

DLL FOCUS AREAS

Intentional Teaching
Professional Development

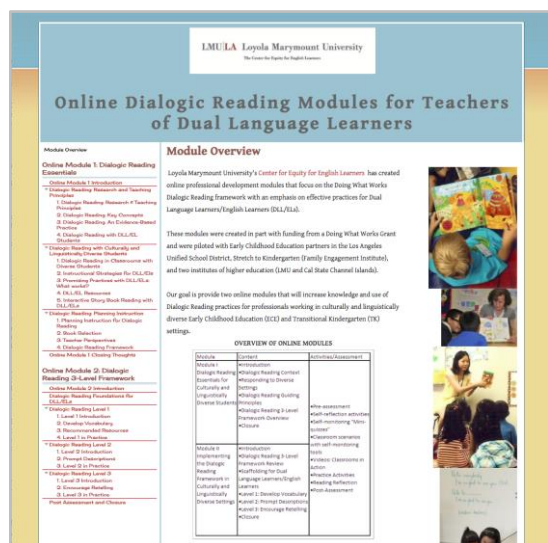
LINK

<http://mtbt.fpg.unc.edu/>

https://mtbt.fpg.unc.edu/sites/mtbt.fpg.unc.edu/files/imce/documents/BabyTalk_WEB.pdf

Gardner-Neblett, N., & Gallagher, K. C. (2013). *More than baby talk: 10 ways to promote the language and communication skills of infants and toddlers*. Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute.

Online Dialogic Reading Modules for Teachers of Dual Language Learners



Resource Highlights

- Online professional development modules focus on the Doing What Works Dialogic Reading framework with an emphasis on effective literacy practices for DLLs in diverse early childhood settings.
- The modules demonstrate how interactive shared picture book reading practices are designed to enhance young children's language and literacy skills.

How will I use this?

Early Educator

- Complete online training modules focused on the Dialogic Reading Approach.
- Utilize the guiding principles for Dialogic Reading for planning instruction.

Professional Development Provider or Administrator

- Discuss the Dialogic Reading approach during staff training and meetings.
- Facilitate a discussion on which books meet requirements and are available in multiple languages and how the story and vocabulary can be incorporated into lessons.
- Provide an Internet-ready computer and printed version of the Early Learning and Development System resources for teaching staff.

SOURCE

Loyola Marymount University's Center for Equity for English Learners

AGE

Preschool Resource

REGION

California

AUDIENCES

Administrator, Early Educator,
Professional Development Provider

MEDIA TYPES

 Online  Print

DLL FOCUS AREAS

Intentional Teaching
Professional Development

LINK

<https://sites.google.com/site/lmudoingwhatworks/online/modules/>

Planned Language Approach



SOURCE

Head Start Early Childhood Learning & Knowledge Center (ECLKC) U.S. Department of Health & Human Services

AGE

Birth to Age 5 Resource

REGION

National

AUDIENCES

Administrator, Early Educator, Professional Development Provider

MEDIA TYPES

Video Online Print

DLL FOCUS AREAS

Intentional Teaching
Family Engagement
Professional Development
Programmatic Elements

LINK

<https://eclkc.ohs.acf.hhs.gov/culture-language/article/planned-language-approach>

Planned Language Approach. (n.d.). Retrieved from <https://eclkc.ohs.acf.hhs.gov/culture-language/article/planned-language-approach>

Resource Highlights

- A comprehensive, systemic, research-based approach to help early care and education settings plan their early learning programs to ensure optimal language and literacy services for children who speak English and DLLs
- Toolkit provides helpful resources for supporting the home language and building an intentional approach to language use and includes handouts, guides, organizational tools, and videos

How will I use this?

Early Educator

- Review strategies to support dual language learners, such as gathering information from families about language use with children at home and messaging about the importance of continued home language development.
- Explore an introduction to code-switching, supporting children when there is not a language match, and resources for using books that are bilingual and culturally appropriate in languages other than English.

Professional Development Provider or Administrator

- Review and use in-the-moment practitioner-child strategies in staff meetings and trainings to support teaching staff in effective teaching practices with DLLs.
- Use [A Systems Approach to Language and Literacy Organizational Capacity Checklist](#) as a planning tool to support a system approach to language and literacy (intended at the agency and governing level).
- Use descriptions of [classroom language models](#) to guide decision making and discussions on local approaches to language instruction and supports.

Promoting the Educational Success of Children and Youth Learning English, Promising Futures Toolkit



SOURCE

The National Academies of Science, Engineering, and Medicine (NASEM)

AGE

Birth to Age 5 Resources

REGION

National

AUDIENCES

Administrator, Early Educator, Professional Development Provider

MEDIA TYPES

Video Online Print

DLL FOCUS AREAS

Intentional Teaching
Family Engagement
Professional Development

LINK

<https://www.nap.edu/resource/24677/toolkit/>
<https://www.nap.edu/catalog/24677/promoting-the-educational-success-of-children-and-youth-learning-english>

National Academies of Sciences, Engineering, and Medicine. (2017). *Promoting the educational success of children and youth learning English: Promising futures*. Washington, DC: The National Academies Press. doi: 10.17226/24677

Resource Highlights

- The Promising Practices—Early Childhood section highlights effective practices to support young children’s learning and development.
- The Children’s Language Development section describes the universal capacity for bilingualism and the various factors that influence the competence with which children learn their first language and English.
- The Assessing DLLs and ELLs section addresses the purposes for assessing DLLs and best practices.

How will I use this?

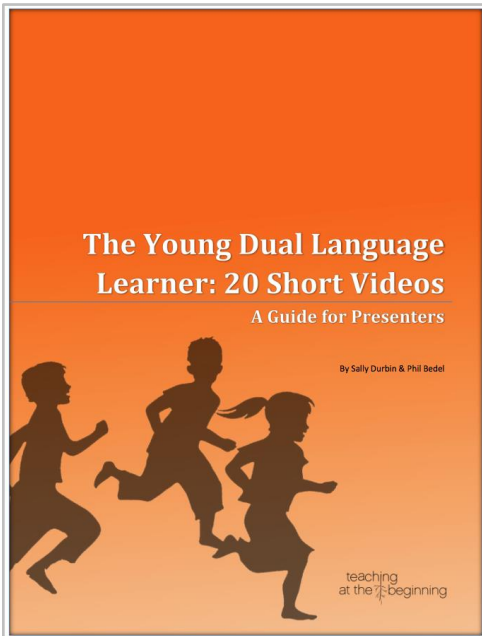
Early Educator

- Review the list of instructional strategies that support DLLs’ first language maintenance and English-language development included in the Promising Practices—Early Childhood Report Brief (PDF fact sheet).
- Explore the Promising Practices—Early Childhood videos: “Early Care and Education Promising Practices” and “Strategies that Support DLLs and English Development.”

Professional Development Provider or Administrator

- Use the Children’s Language Development Report Brief and video, “What Do Educators and Parents Need to Know about Children’s Language Development” during staff meetings and trainings for reflection on what information to share with parents regarding learning one or more languages during the early years, and how best to share the information.
- Draw upon the Early Childhood Report Brief (PDF fact sheet) to engage staff in discussion around how to support dual language development of children served at the program level, through responsive interactions and intentional teaching, and in partnership with families.
- Review the Assessing DLLs and ELLs Report Brief (PDF fact sheet) to get a sense of how assessments should be used with DLLs and some of the key differences that emerge for assessment as young DLLs transition to elementary school.

The Young Dual Language Learner: 20 Short Videos—A Guide for Presenters



SOURCE

Teaching at the Beginning

AGE

Preschool Resource

REGION

California

AUDIENCES

Administrator, Early Educator,
Professional Development Provider

MEDIA TYPES

 Video  Online

DLL FOCUS AREA

Professional Development

LINKS

<https://www.youtube.com/teachatborg>

<http://teachatb.org/wp-content/uploads/2016/02/revised-20-Short-Videos...-A-Presenters-Guide-2-5-16.pdf>

<https://teachatb.org/resources/>

Durbin, S., & Bedel, P. (2015). *The young dual language learner: 20 short videos—a guide for presenters*. Sherman Oaks, CA: Teaching at the Beginning, Inc.

Resource Highlights

- Online video collection of 20 three-minute clips demonstrates teaching strategies for supporting young DLLs.
- Topics include Teaching Strategies; Parent, Family, and Community Engagement; and the First and Second Languages of Young Children.
- The facilitation guide includes questions and reflections for each video and ideas for parent, family, and community engagement.

How will I use this?

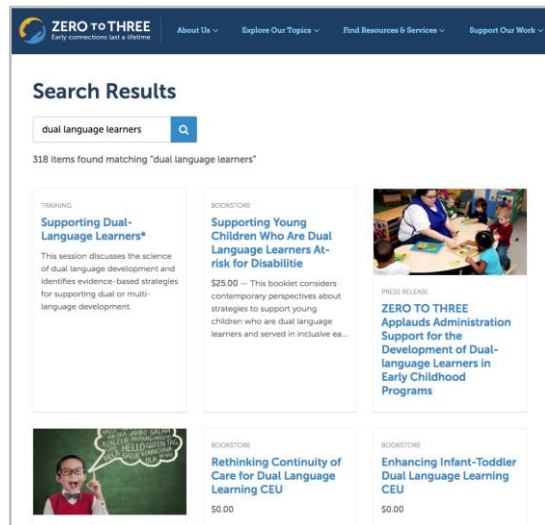
Early Educator

- Review clips with commentary from field experts on partnerships with families and creating culturally responsive classrooms.
- Review the structured four-segment video vignette series, “Teacher and Soyul,” to support effective adult-child interactions.

Professional Development Provider or Administrator

- Discuss the questions and reflections from the facilitation guide for each video at staff meetings and trainings.
- Provide teaching and caregiving staff with access to an Internet-ready computer.

Zero to Three: Resources for Dual Language Learners



SOURCE

Zero to Three

AGE

Infant/Toddler Resource

REGION

National

AUDIENCES

Administrator, Early Educator,
Professional Development Provider, Family

MEDIA TYPES

Video Online Print

DLL FOCUS AREAS

Family Engagement
Professional Development

LINK

<https://www.zerotothree.org/search?q=dual+language+learners>

Zero to Three: Resources for dual language learners [website search results]. Retrieved from <https://www.zerotothree.org/search?q=dual+language+learners>

Resource Highlights

- This online resource provides videos, webinars, reports, and e-learning opportunities (online modules) to support dual- or multi-language development for young children birth through age 3.
- The “Parent Favorites” section includes various resources for parents to understand topics such as the importance of brain development, positive parenting approaches, early learning, and play. The Let’s Play! app includes activities organized by age and routine that can be used to support a child’s early learning at home.

How will I use this?

Early Educator

- Review “Let’s Talk About It: 5 Ways to Build Babies’ Language and Communication Skills from Birth” to learn five ways to build strong language skills from birth starting with the home language.
- Practice “Let’s Talk About It” approaches with children in your learning setting.
- Share “Parent Favorites” with families for tips, articles, and access to the parent newsletter to support early learning and language development at home.

Professional Development Provider or Administrator

- Introduce the “Developing School Readiness Skills” series for 0–12 months, 12–24 months, and 24–36 months with staff and families.
- Hold professional development or family workshops to discuss age-appropriate topics that support language and literacy, self-control, self-confidence, and thinking skills.

SECTION 3

Additional Resources

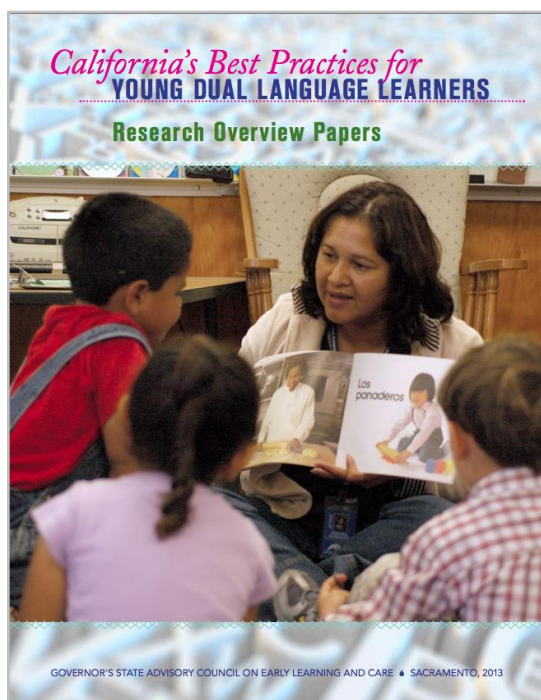
Additional Resources

RESEARCH AND EVALUATION	RESEARCH-TO-PRACTICE ARTICLES	POLICY BRIEFS	SELF-STUDY	OTHER RESOURCES
Research articles (e.g., case studies, evaluations) about dual language learners and documented interventions	Research-based articles focused on strategies for working with young dual language learners	Policy statements and recommendations for supporting young dual language learners and their families	Professional learning materials for self-paced exploration and reflection to build understanding of dual language development and improve practice	Informational websites, resource lists, and other related materials



Research and Evaluation

California's Best Practices for Young Dual Language Learners: Research Overview Papers



SOURCE

California Department of Education

AGE

Birth to Age 5 Resource

CATEGORY

Research and Evaluation

AUDIENCES

Administrator, Early Educator,
Professional Development Provider

MEDIA TYPES

 Online

LINK

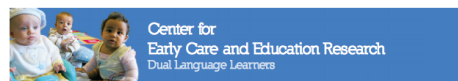
<http://www.cde.ca.gov/sp/cd/ce/documents/dlresearchpapers.pdf>

Resource Highlights

- The research overview papers, taken together, are a compilation of research that supports the development of high-quality, developmentally appropriate preschool services and practices for young DLLs. Papers 2–6 address both key research as well as implications for practice.
 - **Paper 2.** Cognitive Consequences of Dual Language Learning: Cognitive Function, Language and Literacy, Science and Mathematics, and Social-Emotional Development
 - **Paper 3.** Program Elements and Teaching Practices to Support Young Dual Language Learners
 - **Paper 4.** Family Engagement in Early Childhood Programs: Serving Families of Dual Language Learners
 - **Paper 5.** Assessment of Young Dual Language Learners in Preschool provides guidance on the assessment process, when a child should be referred for evaluation for possible language delay, and a process flow chart (pp. 202–208). Appendix A includes the Sample Family Languages and Interests Interview (pp. 207–208).
 - **Paper 6.** Early Intervention and Young Dual Language Learners with Special Needs

California Department of Education. (2013). *California's best practices for young dual language learners: Research overview papers*. Sacramento, CA: State Advisory Council on Early Learning and Care.

Development of Infants and Toddlers Who Are Dual Language Learners



WORKING PAPER #2

Development of Infants and Toddlers Who Are Dual Language Learners

Allison Sidle Fuligni, Erica Hoff, Mariene Zepeda, & Peter Mannion

The purpose of this working paper is to identify areas of empirical research knowledge and gaps in knowledge about the development of infants and toddlers who are dual language learners (DLLs). This information will inform the work of the Center for Early Care and Education Research, Dual Language Learners (CECER-DLL) on assessment and measurement as well as evidence-based practices. This paper builds on prior work of the CECER-DLL, which reviewed the literature on DLLs aged 0-5 in several domains, including cognitive, social-emotional, and language and literacy development; and early care and education (ECE) practices and measures. A common theme in those critical literature reviews was that much of the small but growing body of research on young DLLs has focused on preschool-aged children, and that more research is needed that focuses on infants and toddlers. This paper therefore draws upon the smaller body of empirical research on infants and toddlers who are DLLs, as well as research on non-DLL infants and toddlers to identify the gaps in knowledge and make recommendations for future research.

For the purposes of this paper, the target population of interest is children in the first three years of life (aged 0-36 months) who are or will be exposed to two languages by the time they enter school in the United States. Typically, these are children who are exposed during the first years of life to a language other than English either prior to or simultaneously while being ex-

posed to English. The first three years of life encompass tremendous developmental accomplishments, including the formation of attachment relationships; development of motor skills; the foundation for executive functioning skills to regulate behaviors; huge advances in detection, comprehension, and production of language; and many more. Children entering preschool at age 3 have already obtained vast knowledge about the language or languages to which they have been exposed and the family traditions and cultural values that guide their expected behaviors, and have developed relationships with household members and others, all influenced by their own temperament and inherited traits as well as their in-home and out-of-home experiences during these years.

Child demographics in the United States are affected by immigration patterns and associated with increasingly diverse cultural practices and language use. Because of continued immigration, a higher birth rate among immigrant families, limited English proficiency among some immigrants, and in some cases a deliberate choice to use the heritage language at home to help preserve ethnic identity, growing numbers of young children in the United States are exposed to non-English languages in their home environment. These children either begin to learn English simultaneously, or later, when they enter out-of-home child care, preschool, or kindergarten. Twenty-eight percent of the children enrolled in Head Start programs in 2009 spoke a language other than English at home (Alkire, Kopack Klein, Tarullo, & West, 2013), and 26% of children in Early Head Start

Resource Highlights

- The working paper provides information for practitioners as they work with infants and toddlers who are DLLs in various early learning settings.
- Key components focus on the importance of social and emotional development, use and maintenance of the home language, and language and literacy development.
- Emphasis is on the importance of rich language experiences in the first three years of life, including meaningful interactions with proficient speakers of both the heritage (home) language and English.

SOURCE

Frank Porter Graham Child Development Institute

AGE

Preschool Resource

CATEGORY

Research and Evaluation

AUDIENCES

Administrator, Early Educator

MEDIA TYPES

 Online

LINKS

CECER-DLL website: <http://cecerdll.fpg.unc.edu/>

Working paper resource:

http://cecerdll.fpg.unc.edu/sites/cecerdll.fpg.unc.edu/files/imce/documents/%233016_Working-Paper%232.pdf

Fuligni, A. S., Hoff, E., Zepeda, M., & Mannion, P. (2014, March). *Development of infants and toddlers who are dual language learners: Working paper #2*. Center for Early Care and Education Research-Dual Language Learners (CECER-DLL). Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute.

Early Education for Dual Language Learners: Promoting School Readiness and Early School Success



Resource Highlights

- The paper emphasizes elements of early care and education settings that have been shown to be important for young DLLs.
- Section 5 - Elements of a High-Quality Early Childhood Education for Dual Language Learners reviews language of instruction, instructional practices, assessment, and teacher and classroom quality.

SOURCE

Migration Policy Institute

AGE

Preschool Resource

CATEGORY

Research and Evaluation

AUDIENCES

Administrator, Early Educator

MEDIA TYPES

Online

LINK

<http://www.migrationpolicy.org/research/early-education-dual-language-learners-promoting-school-readiness-and-early-school-success>

Espinosa, L. M. (2013). *Early education for dual language learners: Promoting school readiness and early school success*. Washington, DC: Migration Policy Institute.

Research-to-Practice Articles

ELL Topics A to Z (¡Colorín colorado!)



SOURCE

WETA Broadcasting

AGE

Birth to Age 5 Resource

CATEGORY

Research-to-Practice Articles

AUDIENCES

Administrator, Early Educator,
Professional Development Provider, Family

MEDIA TYPES

 Video  Online  Print

LINK

<http://www.colorincolorado.org/resources>

Resource Highlights

- This online resource is organized by various topics for educators and parents of English learners.
- Available resources include articles, videos, book lists, blogs, guides, and links to other resource pages for supporting DLLs.
- Website is available in Spanish.

ELL Topics A-Z. (n.d.). Retrieved from
<http://www.colorincolorado.org/ell-topics>

National Research Summit on the Early Care and Education of Dual Language Learners



Resource Highlights

- Practical instructional strategies and language approaches to support DLLs' development and learning
- Research Based on Best Practices for DLLs in PreK-3rd Grade: Instructional Strategies and Language of Instruction Approaches
- Guiding Principles for Dual Language Education
 - Topics include assessments, small group activities, vocabulary instruction, development of academic English, and promoting social and emotional development through positive teacher-child relationships.

SOURCE

Center for Applied Linguistics (CAL)

AGE

Preschool Resource



CATEGORY

Research-to-Practice Articles

AUDIENCES

Administrator, Early Educator,
Professional Development Provider

MEDIA TYPES

 Online  Print

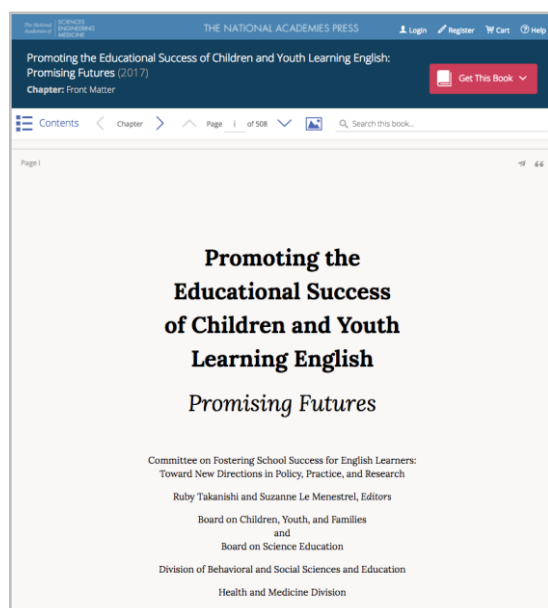
LINKS

<http://www.cal.org/resource-center/publications/national-research-summit-resources>

<http://www.cal.org/resource-center/publications/guiding-principles-3>

Castro, D. C. (2014). *Research based on best practices for DLLs in preK-3rd grade: Instructional strategies and language of instruction approaches*. Washington, DC: National Research Summit on the Early Care and Education of Dual Language Learners.

Promoting the Educational Success of Children and Youth Learning English: Promising Futures



Resource Highlights

- The report documents the evidence-based consensus of an authoring committee of experts. Guidance for supporting DLLs and their families is reflected in the following chapters.
 - Chapter 4: Capacities and Influences on Language Development reviews young children's underlying capacity for dual language development and factors that may influence this capacity among DLLs in the United States.
 - Chapter 5: Promising and Effective Early Care and Education Practices and Home Visiting Programs for Dual Language Learners reviews guiding principles and practices for DLLs in home-visiting programs and early care education settings.
 - Chapter 7: Programs for English Learners in Grades Pre-K to 12 includes a section on Family Engagement in English Learners' Education.

SOURCE

The National Academies of Sciences, Engineering, and Medicine

AGE

Birth to Age 5 Resource

CATEGORY

Research-to-Practice Articles

AUDIENCES

Administrator

MEDIA TYPES

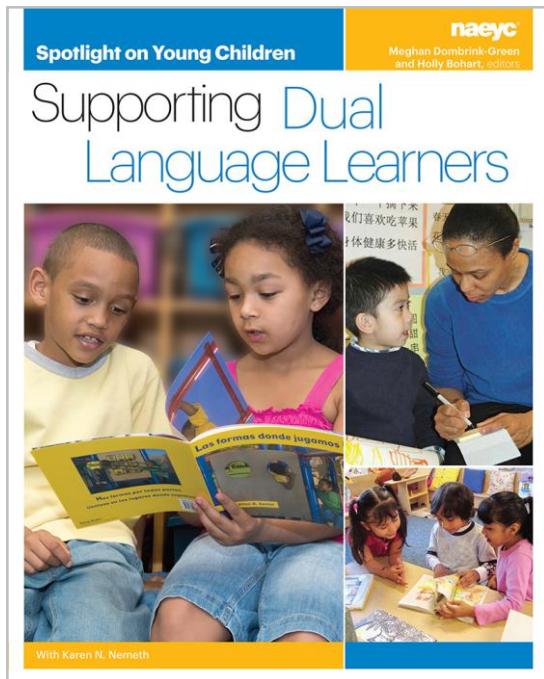
 Online  Print

LINK

<https://www.nap.edu/read/24677/chapter/1>

National Academies of Sciences, Engineering, and Medicine. (2017). *Promoting the educational success of children and youth learning English: Promising futures*. Washington, DC: The National Academies Press. doi: 10.17226/24677

Spotlight on Young Children: Supporting Dual Language Learners



SOURCE

Foundation for Child Development

AGE

Birth to Age 5 Resource

CATEGORY

Research-to-Practice Articles

AUDIENCES

Administrator, Early Educator,
Professional Development Provider

MEDIA TYPES



Print

LINK

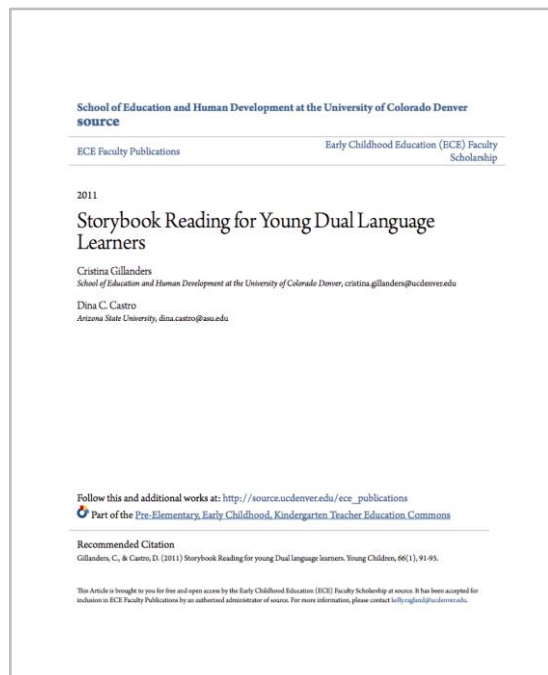
<https://www.naeyc.org/resources/pubs/books/spotlight-dual-language-learners>

Dombink-Green, M. Bohart, H., & Nemeth, K. (2015). *Spotlight on young children: Supporting dual language learners*. Washington, DC: National Association for the Education of Young Children.

Resource Highlights

- This collection of articles emphasizes supporting children's home languages, partnering with families, and adjusting practice to meet the needs of diverse learners.
- It includes a professional development guide with questions and activities to assist in reflection of current teaching practices.

Storybook Reading for Young Dual Language Learners



Resource Highlights

- Outlines common issues in group storytelling for monolingual teachers who are working with DLLs.
- Provides recommended strategies for storybook reading to young DLLs.
- Presents an example of a Storybook-Reading Lesson Plan for La Cucaracha Martina that outlines Teacher Preparation activities such as gathering materials, core vocabulary, and the repetitive phrase.

SOURCE

Cristina Gillanders and Dina C. Castro

AGE

Preschool Resource

CATEGORY

Research-to-Practice Articles

AUDIENCES

Early Educator, Professional Development Provider

MEDIA TYPES



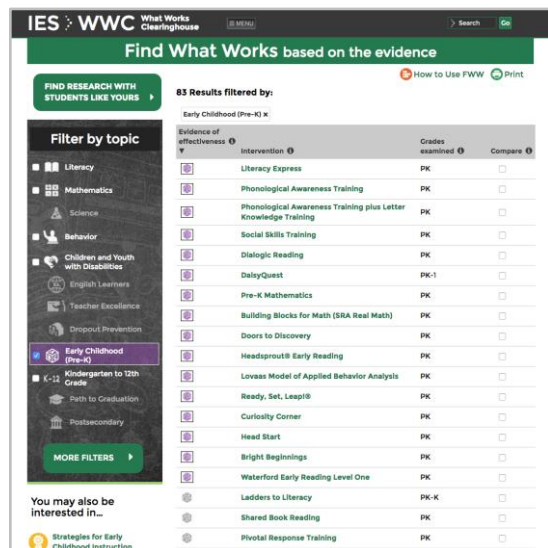
Print

LINK

<https://www.buildinitiative.org/The-Issues/Diversity-Equity/Toolkit/Toolkit-Resource-List/View-Toolkit/ArticleId/75/Storybook-Reading-for-Young-Dual-Language-Learners>

Gillanders, C., & Castro, D. (2011). Storybook reading for young dual language learners. *Young Children*, 66(1), 91-95.

What Works Clearinghouse (Early Childhood: Pre-K)



Intervention	Grades examined	Evidence of effectiveness
Literacy Express	PK	
Phonological Awareness Training	PK	
Phonological Awareness Training plus Letter Knowledge Training	PK	
Social Skills Training	PK	
Dialogic Reading	PK	
DaisyQuest	PK-1	
Pre-K Mathematics	PK	
Building Blocks for Math (SRA Real Math)	PK	
Doors to Discovery	PK	
HeadSprout® Early Reading	PK	
Lovaas Model of Applied Behavior Analysis	PK	
Ready, Set, Leap!	PK	
Curiosity Corner	PK	
Head Start	PK	
Bright Beginnings	PK	
Waterford Early Reading Level One	PK	
Ladders to Literacy	PK-K	
Shared Book Reading	PK	
Pivotal Response Training	PK	

Resource Highlights

- This online resource provides evidence-based strategies, programs, and practices for working with children and families. The “Early Childhood (Pre-K)” section provides several resources to support academic success.
- Available resources provide tips and tools on language, literacy, mathematics, cognitive, and social skills.

SOURCE

Institute of Education Sciences, United States Department of Education (USDOE)

AGE

Preschool Resource

CATEGORY

Research-to-Practice Articles

AUDIENCES

Administrator, Early Educator,
Professional Development Provider

MEDIA TYPES

Online

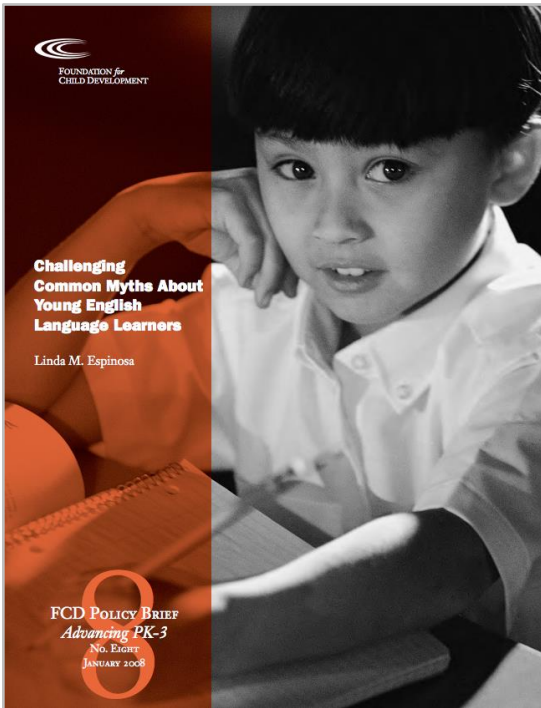
LINK

<https://ies.ed.gov/ncee/wwc/FWW/Results?filters=,Pre-K>

What Works Clearinghouse early childhood (pre-k) resources [website search results]. Retrieved from <https://ies.ed.gov/ncee/wwc/FWW/Results?filters=,Pre-K>

Policy Briefs

Challenging Common Myths About Young English Language Learners



SOURCE

Foundation for Child Development

AGE

Birth to Age 5 Resource

CATEGORY

Policy Briefs

AUDIENCES

Administrator, Early Educator,
Professional Development Provider

MEDIA TYPES

 Online

LINK

<https://www.fcd-us.org/challenging-common-myths-about-young-english-language-learners/>

Espinosa, L. M. (2008). Challenging common myths about young english language learners. *FCD Policy Brief, Advancing PK-3*, (8).

Resource Highlights

- This brief reviews six common myths about young English learners and presents research evidence to support instruction, assessment practices, and the organizational structure of education programs that serve English learners ages 3 to 8.
 - “Myth 1: Learning two languages during the early childhood years will overwhelm, confuse, and/or delay a child’s acquisition of English.” (p. 4)
 - “Myth 2: Total English immersion from Prekindergarten through Third Grade is the best way for a young English Language Learner to acquire English.” (p. 5)
 - “Myth 3: Because schools don’t have the capacity to provide instruction in all of the languages represented by the children, they should provide English-only instruction.” (p. 6)
 - “Myth 4: Native English speakers will experience academic and language delays if they are enrolled in dual language programs.” (p. 7)
 - “Myth 5: Spanish-speaking Latinos show social as well as academic delays when entering Kindergarten.” (p. 8)
 - “Myth 6: Latino English language learners are less likely to be enrolled in Prekindergarten programs, because of their families’ cultural values.” (p. 9)

Dual Language Learner Competencies (DLLTC) Report



Resource Highlights

- The report details a proposed set of DLL teacher competencies and dispositions and provides a policy brief on supporting young DLLs in preschool.
- The performance domains include Language & Literacy and Socioemotional. Five “Necessary Dispositions for Teachers Working with Young Dual Language Learners” are presented.

SOURCE

Alliance for a Better Community

AGE

Preschool Resource

CATEGORY

Policy Briefs

AUDIENCES

Administrator, Professional Development
Provider

MEDIA TYPES



Online

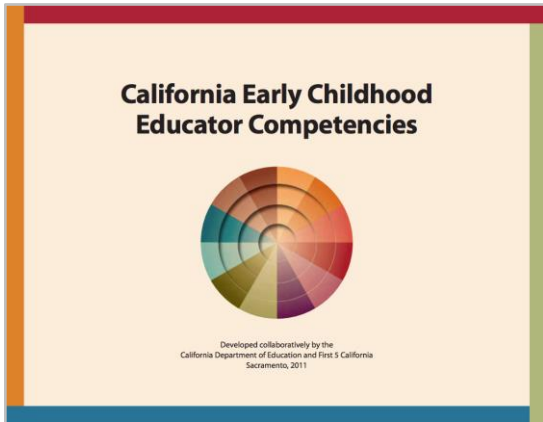
LINK

<http://www.buildinitiative.org/Portals/0/Uploads/Documents/DualLanguageLearnerTeacherCompetenciesReport.pdf>

Lopez, A., Zepeda, M., & Medina, O. (2012, Winter). *Dual language learner teacher competencies (DLLTC) report*. Los Angeles, CA: Alliance for a Better Community.

Self-Study

California Early Childhood Educator Competencies



Resource Highlights

- Describes the knowledge, skills, and dispositions in the 12 California Early Childhood Educator competency and context areas.
- The Dual Language Development Competency Area describes the knowledge, skills, and dispositions early educators need to support young DLLs effectively.
- The CompSAT serves as a companion resource providing an interactive self-reflective assessment tool.

SOURCE

California Department of Education and First 5 California

AGE

Birth to Age 5 Resource

CATEGORY

Self-Study

AUDIENCES

Administrator, Early Educator,
Professional Development Provider

MEDIA TYPES

 Video  Online  Print

LINK

<https://www.youtube.com/watch?v=TLi0mvqIWik&list=PLhOEVkEub6hFZnVYwzEIY695fUllfs0G7>

<http://www.ececompsat.org/docs/ececompetencies2011.pdf>

<https://cdep.klas.com/product/001792/>

California Department of Education and First 5 California. (2011).
California early childhood educator competencies. Sacramento, CA:
Author.

California Infant/Toddler Learning & Development Foundations



Resource Highlights

- The two companion resources (California Infant/Toddler Curriculum Framework and California All About Young Children website) provide general guidance for infant and toddler programs on developmentally appropriate and responsive care for young children.
- The content of each chapter focuses on one domain of the early learning and development foundations.
- Each chapter includes principles, concepts, and practices to plan learning environments, interactions, experiences, and daily routines for children.
- The California Early Childhood Online (CECO) training site serves as a companion resource that provides an interactive overview of the Foundations and Curriculum Framework.

SOURCE

California Department of Education

AGE

Infant/Toddler Resource

CATEGORY

Self-Study

AUDIENCES

Administrator, Early Educator

MEDIA TYPES

 Video  Online  Print

LINK

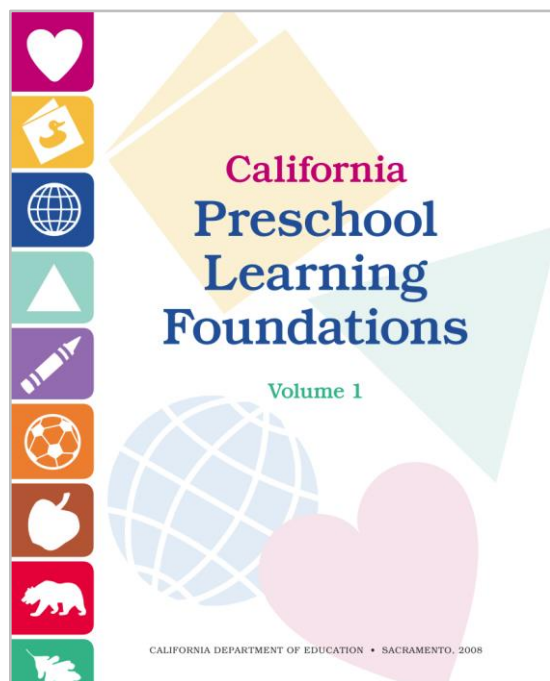
<https://cdep.klas.com/product/001700/>

http://www.cde.ca.gov/sp/cd/re/documents/it_foundations2009.pdf

<https://cdep.klas.com/product/001693/>

California Department of Education. (2009). *California infant/toddler learning & development foundations*. Sacramento, CA: Author.

California Preschool Learning Foundations



SOURCE

California Department of Education

AGE

Preschool Resource



CATEGORY

Self-Study

AUDIENCES

Administrator, Early Educator,
Professional Development Provider

MEDIA TYPES

 Online  Print

LINK

<http://www.cde.ca.gov/sp/cd/re/psfoundation.s.asp>

<https://cdep.klas.com/product/001681/>

California Department of Education. (2010). *California preschool learning foundations* (Vol. 1). Sacramento, CA: Author.

Resource Highlights

- The two companion resources (California Preschool Curriculum Framework, Volumes 1, 2, and 3, and California All About Young Children website) provide general guidance for infant and toddler programs on developmentally appropriate and supportive care for young children.
- Each section includes an overview of the domain, strategies, vignettes, and reflective questions to support the planning of learning environments and experiences.
- The California Early Childhood Online (CECO) training site serves as a companion resource that provides an interactive overview of the Foundations and Curriculum Frameworks.
- A companion DVD (available for purchase) includes an overview for each domain and classroom practices.

Getting It Right for Young Children from Diverse Backgrounds: Applying Research to Improve Practice with a Focus on Dual Language Learners

Chapter 4

Practical and Proven Strategies for Teaching Young Dual Language Learners

Linda M. Espinosa and Elizabeth S. Magruder

The research base shows that attending to the social, emotional, and cognitive skills of dual language learners in early childhood enhances their schooling experiences. Children from linguistic minority households also require language instruction, which is sensitive to their unique backgrounds. Instruction in oral language proficiency, vocabulary, and pre-literacy skills provides a strong foundation for later success. In particular, it is crucial that educators understand how best to effectively support the home language so that early literacy can be fostered in the home as well as school.

—BALANTYNE, SANDERMAN, D'EMILIO, & McLAUGHLIN, 2008, p. 35

76

Resource Highlights

- A synthesis of the latest scientific evidence on teaching and caregiving strategies and best practices for working with DLLs.
- Chapter 4: Practical and Proven Strategies for Teaching Young Dual Language Learners includes a family language and interests survey, planning sheets, classroom photos, and examples of environmental adaptations.

SOURCE

Linda Espinosa

AGE

Preschool Resource



CATEGORY

Self-Study

AUDIENCES

Administrator, Early Educator,
Professional Development Provider

MEDIA TYPES

 Online  Print

LINK

Chapter 4 online resource:

http://www.earlychildhoodwebinars.com/wp-content/uploads/2016/01/Chapter-4_Practical-and-Proven-Strategies-for-Teaching-Young-Dual-Language-Learners.pdf

Espinosa, L. M. (2014). *Getting it right for young children from diverse backgrounds: Applying research to improve practice with a focus on dual language learners* (2nd ed.). New York: Pearson.

One Child, Two Languages: A Guide for Early Childhood Educators of Children Learning English as a Second Language



Resource Highlights

- Tools to meet the needs of DLLs, including guidance on working with parents, using the curriculum and classroom organization to facilitate English language and literacy learning, and supporting language and literacy development while honoring home languages and cultures.
 - Excerpt: [Observing Children Learning English](#)
 - Video clip: [How Do You Support Second-Language Learners in the Classroom?](#)
- The Professional Development DVD (sold separately) includes tips and anecdotes, as well as classroom demonstrations of suggested strategies.

SOURCE

Patton O. Tabors

AGE

Preschool Resource

CATEGORY

Self-Study

AUDIENCES

Administrator, Early Educator,
Professional Development Provider

MEDIA TYPES

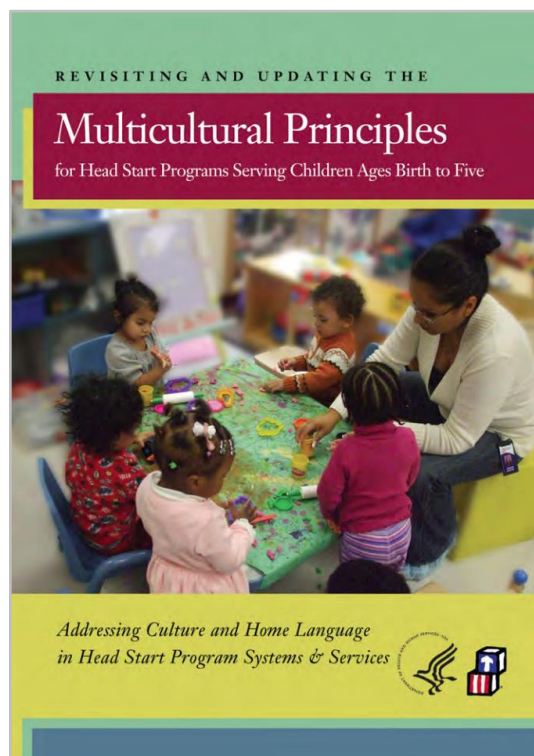
Online Print

LINK

<http://products.brookespublishing.com/One-Child-Two-Languages-P90.aspx>

Tabors, P. O. (2008). *One child, two languages: A guide for early childhood educators of children learning English as a second language* (2nd ed.). Baltimore, MD: Brookes Publishing Co.

Revisiting and Updating the Multicultural Principles for Head Start Programs Serving Children Ages Birth to Five: Addressing Culture and Home Language in Head Start Program Systems & Services



Resource Highlights

- An update to the Multicultural Principles for Head Start Programs. Each section highlights a multicultural principle, related research, key implications, reflective questions, and activities for administrators and early educators.
- “Voices from the Head Start Community” are in-practice examples that highlight systems, policies, and/or services from actual programs.

SOURCE

Early Childhood Learning & Knowledge Center (ECLKC) U.S. Department of Health & Human Services

AGE

Birth to Age 5 Resource

CATEGORY

Self-Study

AUDIENCES

Administrator, Early Educator

MEDIA TYPES

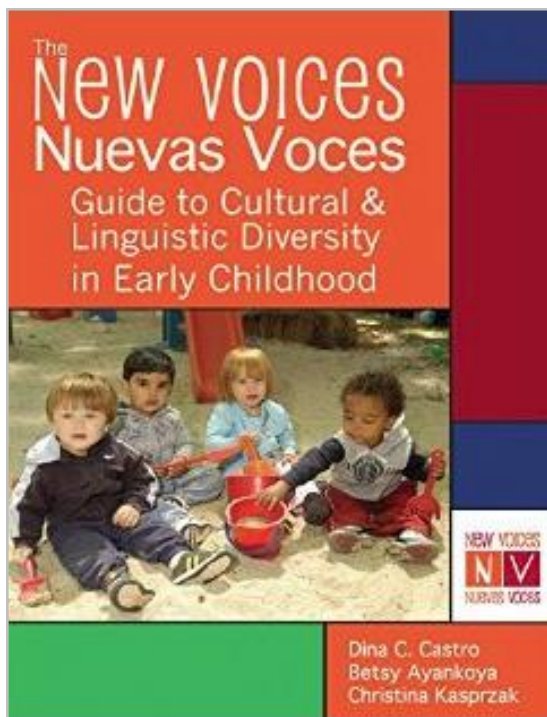
 Online

LINK

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/principles-01-10-revisiting-multicultural-principles-hs-english-0.pdf>

U.S. Department of Health and Human Services. (2010). *Revisiting and updating the multicultural principles for Head Start programs serving children ages birth to five*. Washington, DC: Office of Head Start.

The New Voices ~ Nuevas Voces Guide to Cultural and Linguistic Diversity in Early Childhood



Resource Highlights

- Structured guidance for early learning programs to create culturally and linguistically diverse environments, including five chapters (referred to as modules) for working effectively with children and families.
 - Foundations of Cultural Diversity
 - Cross-Cultural Communication
 - Understanding Diverse Families and Their Roles
 - Supporting Language Development in Young Bilingual Children
 - Working with Culturally and Linguistically Diverse Children
- The facilitator's manual on CD-ROM (sold separately) includes printable PowerPoint slides, instructor notes, sample agendas, group learning activities, and handouts such as self-assessment instruments and training evaluation forms.

SOURCE

Dina C. Castro, Betsy Ayankoya, and Christina Kasprzak

AGE

Birth to Age 5 Resource

CATEGORY

Self-Study

AUDIENCES

Administrator, Early Educator,
Professional Development Provider

MEDIA TYPES

 Print

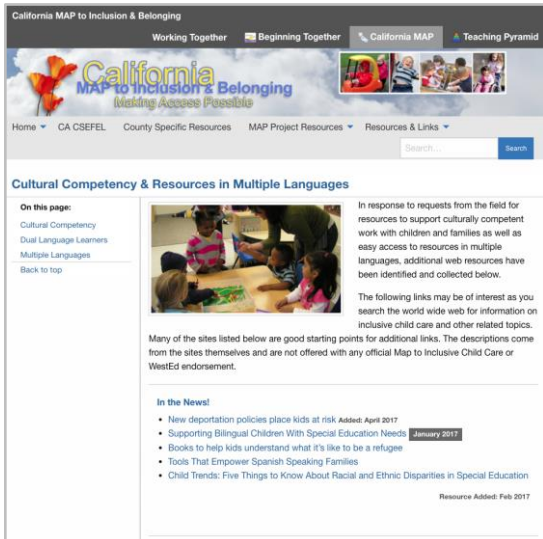
LINK

<http://products.brookespublishing.com/The-New-Voices-Nuevas-Voces-Guide-to-Cultural-and-Linguistic-Diversity-in-Early-Childhood-P114.aspx>

Castro, D. C., Ayankoya, B., & Kasprzak, C. (2011). *The new voices ~ nuevas voces guide to cultural and linguistic diversity in early childhood*. Baltimore, MD: Brookes Publishing Co.

Other Resources

California MAP (Making Access Possible) to Inclusion & Belonging



SOURCE

WestEd, Working Together for Inclusion & Belonging

AGE

Birth to Age 5 Resource

CATEGORY

Other Resources

AUDIENCES

Administrator, Early Educator,
Professional Development Provider

MEDIA TYPES

 Video  Online

LINK

<https://cainclusion.org/camap/resources-and-links/cultural-competency-and-resources-in-multiple-languages/>

Resource Highlights

- Organized by sections titled Cultural Competency, Dual Language Learners, and Multiple Languages, it provides an inventory of resources to support culturally competent work with children and families and includes supports for parents.
- The Center for Early Literacy Learning (CELL) promotes the adoption and use of evidence-based early literacy practices. This resource includes videos to support teachers, parents, and professional development.
- The Center on the Social and Emotional Foundations for Early Learning (CSEFEL) promotes the social and emotional development and school readiness of young children. Resources include online videos for teachers and professional development.

California MAP (Making Access Possible) to Inclusion & Belonging. (n.d.). Retrieved from <https://cainclusion.org/camap/>

Frank Porter Graham Child Development Institute: Resources for Dual Language Learners



Resource Highlights

- The website includes a variety of resources (e.g., tip sheets, presentations, and training modules) to support young DLLs.
- The Dual Language Learners (DLLs): Strategies for Successful Opportunities in ECE module provides an overview of cognitive, social and emotional, and language development for DLLs and strategies for early educators. Resources are provided through video and reflection assignments.
- The Resources to Support the Full Participation of Young Children Who Are Dual Language Learners (DLLs) and Their Families serves as the Vermont DLL Toolkit, which includes evidence-based practices, tools, and strategies for supporting young DLLs and their families.

SOURCE

The University of North Carolina at Chapel Hill

AGE

Birth to Age 5 Resource

CATEGORY

Other Resources

AUDIENCES

Administrator, Early Educator,
Professional Development Provider

MEDIA TYPES

Video Online Print

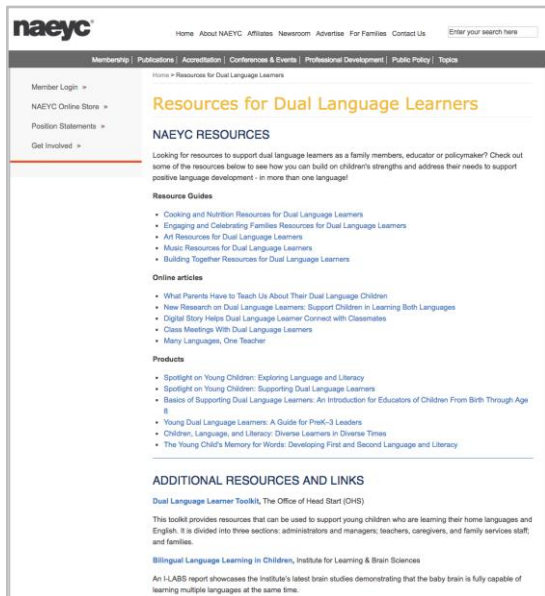
LINK

[http://fpg.unc.edu/search/apachesolr_search/dual language learner](http://fpg.unc.edu/search/apachesolr_search/dual%20language%20learner)

Gardner-Neblett, N., & Franco, X. (2016). *Dual language learners: Strategies for successful opportunities in ECE* [On demand child care training]. State College: The Pennsylvania State University, Better Kid Care.

Catlett, C., Moore, S. M., & Perez-Mendez, C. (2017, February). *Resources to support the full participation of young children who are dual language learners (DLLs) and their families*. Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute.

NAEYC Resources: Dual Language Learners



Resource Highlights

- This resource list provides information to support programs, teachers, and caregivers working with DLLs.
- Content includes resource guides, online articles, products, and external resources and links.

SOURCE

National Association for the Education of Young Children (NAEYC)

AGE

Birth to Age 5 Resource

CATEGORY

Other Resources

AUDIENCES

Administrator, Early Educator

MEDIA TYPES

 Online

LINK

<https://www.naeyc.org/resources/topics/dual-language-learners>

NAEYC Resources: Dual Language Learners. (n.d.). Retrieved from <https://www.naeyc.org/resources/topics/dual-language-learners>

Supporting Dual Language Learners



SOURCE

California Department of Education

AGE

Preschool Resource

CATEGORY

Other Resources

AUDIENCES

Administrator, Early Educator,
Professional Development Provider

MEDIA TYPES

 Online

LINK

<https://www.desiredresults.us/dll/supporting.html>

Resource Highlights

- The online content is focused on DLLs and includes topics and resources for understanding dual language development and the California Preschool Learning Foundation of English Language Development.
- Resources are provided on adapting the environment, materials, the value of family partnerships, and specific teacher interactions and strategies.
 - Includes specific strategies for listening, speaking, reading, and writing.
 - Content connects to the English Language Development chapter of the California Preschool Curriculum Frameworks.

Supporting dual language learners. (n.d.). Retrieved from <https://www.desiredresults.us/dll/supporting.html>

Talk. Read. Sing.



SOURCE

First 5 California

AGE

Birth to Age 5 Resource

CATEGORY

Other Resources

AUDIENCES

Administrator, Early Educator, Family

MEDIA TYPES

 Online

LINK

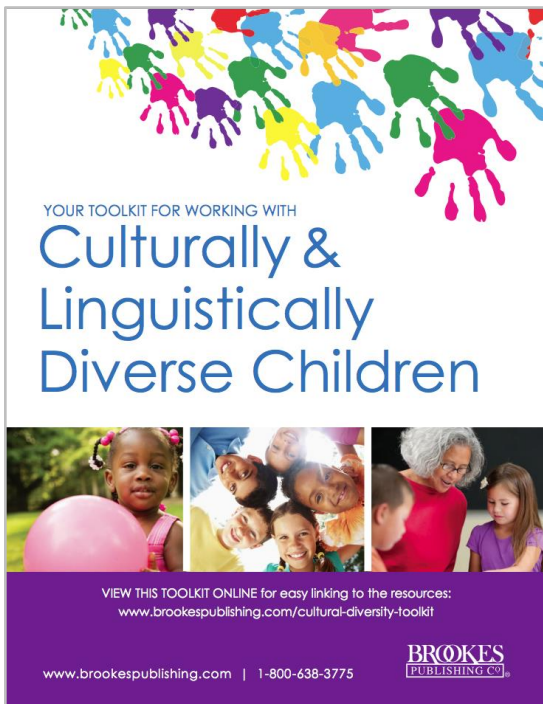
<http://www.first5california.com/>

Talk. Read. Sing. Free parent app. (n.d.). Retrieved from <http://www.first5california.com/>

Resource Highlights

- The online resource provides research-based tips for talking, reading, and singing with young children beginning from birth.
- It is developed specifically for families, caregivers, and early educators to support early literacy practices at home.
- Talk, Read, Sing Every Day! is available in Spanish and as a smartphone app.

Your Toolkit for Working with Culturally & Linguistically Diverse Children



Resource Highlights

- This online resource includes tips and other resources to support teachers and providers in meeting the learning needs of culturally and linguistically diverse children and providing their families with effective, respectful support. Several resources focus on working with DLLs:
 - Supporting Cultural and Linguistic Diversity in Early Childhood
 - Tips for Supporting Dual Language Learners at 5 Key Points of the Day
 - A Guide for Engaging English Language Learner Families

SOURCE

Brookes Publishing

AGE

Birth to Age 5 Resource

CATEGORY

Other Resources

AUDIENCES

Administrator, Early Educator,
Professional Development Provider

MEDIA TYPES

 Online

LINK

<http://archive.brookespublishing.com/documents/cultural-diversity-toolkit.pdf>

Brookes Publishing Co. (n.d.). *Your toolkit for working with culturally & linguistically diverse children*. Baltimore, MD: Author. Retrieved from <http://archive.brookespublishing.com/documents/cultural-diversity-toolkit.pdf>

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California Department of Education (2019). *Infant/toddler learning & development program guidelines* (2nd ed.). Sacramento, CA: Author.

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California Preschool Instructional Network (CPIN)[website]. (n.d.). Retrieved from <http://cpin.us/>

Castro, D. C. (2014). *Research based on best practices for DLLs in preK-3rd grade: Instructional strategies and language of instruction approaches*. Washington, DC: National Research Summit on the Early Care and Education of Dual Language Learners.

Castro, D. C., Ayankoya, B., & Kasprzak, C. (2011). *The new voices ~ nuevas voces guide to cultural and linguistic diversity in early childhood*. Baltimore, MD: Brookes Publishing Co.

Catlett, C., Moore, S. M., & Perez-Mendez, C. (2017). *Resources to support the full participation of young children who are dual language learners (DLLs) and their families*. Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute.

Dombrink-Green, M., Bohart, H., & Nemeth, K. (2015). *Spotlight on young children: Supporting dual language learners*. Washington, DC: National Association for the Education of Young Children.

Dual language learners. (n.d.). Retrieved from <https://www.naeyc.org/resources/topics/dual-language-learners>

Dual Language Learners Toolkit. (n.d.). Retrieved from <https://eclkc.ohs.acf.hhs.gov/culture-language/article/dual-language-learners-toolkit>

Durbin, S., & Bedel, P. (2015). *The young dual language learner: 20 short videos—a guide for presenters*. Sherman Oaks, CA: Teaching at the Beginning, Inc. Retrieved from <http://teachatb.org/wp-content/uploads/2016/02/revised-20-Short-Videos...-A-Presenters-Guide-2-5-16.pdf>

Early Childhood Educator (ECE) Competencies Self-Assessment Tool (CompSAT)[website]. Retrieved from <http://ececompsat.org/>

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- PD2GO Collection [website]. Retrieved from <http://www.ccfc.ca.gov/partners/PD2GO/index.html>
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What Works Clearinghouse early childhood (pre-k) resources [website search results]. Retrieved from <https://ies.ed.gov/ncee/wwc/FWW/Results?filters=,Pre-K>

Zero to Three: Resources for dual language learners [website search results]. Retrieved from <https://www.zerotothree.org/search?q=dual+language+learners>

Acknowledgments

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