

Gateways to Opportunity® ESL & Bilingual Credential Framework

	EDUCATION REQUIREMENTS	COLLEGE EDUCATION & TRAINING REQUIRED COMPETENCIES TO SUPPORT DUAL LANGUAGE LEARNERS	WORK & PRACTICAL EXPERIENCE WITH DUAL LANGUAGE LEARNERS	
LEVEL 5	Professional Educators License (ECE Credential Level 5 or higher)	ISBE ESL or Bilingual Endorsement Standards	ISBE ESL or Bilingual Endorsement Requires - 100 clock hours	LEVEL 5
LEVEL 4	ECE Credential Level 4 or higher	Must meet all previous level competencies plus: Human Growth and Development (HGD8) Observation and Assessment (OA5, OA6, OA7, OA8) Curriculum or Program Design (CPD5, CPD6, CPD7, CPD8) Interactions, Relationships, and Environments (IRE7, IRE8) Family and Community Relationships (FCR7, FCR8, FCR9) Personal and Professional Development (PPD4, PPD5, PPD6)	50 total hours of supervised experience with dual language learners and their families or 900 total hours of documented dual language learners work experience	LEVEL 4
LEVEL 3	ECE Credential Level 3 or higher	Must meet all previous level competencies plus: Human Growth and Development (HGD5, HGD6, HGD7) Observation and Assessment (OA3, OA4) Curriculum or Program Design (CPD2, CPD3, CPD4) Interactions, Relationships, and Environments (IRE4, IRE5, IRE6) Family and Community Relationships (FCR5, FCR6) Personal and Professional Development (PPD2, PPD3)	10 hours of supervised experience with dual language learners and their families or 450 total hours of documented dual language learners work experience	LEVEL 3
LEVEL 2	ECE Credential Level 2 or higher	Must meet all previous level competencies plus: Human Growth and Development (HGD1, HGD2, HGD3, HGD4) Health, Safety, and Well-Being (HSW1, HSW2, HSW3) Observation and Assessment (OA1, OA2) Curriculum or Program Design (CPD1) Interactions, Relationships, and Environments (IRE1, IRE2, IRE3) Family and Community Relationships (FCR1, FCR2, FCR3, FCR4) Personal and Professional Development (PPD1)	5 hours of observation with dual language learners and their families or 200 hours of documented dual language learners work experience	LEVEL 2

Up to 18 competencies may be documented through credential approved training for Levels 2–4

ESL & Bilingual Credential Competencies

ESL HGD | Human Growth and Development

- 1 Identifies that exposure to more than one language during the early years has implications for young children's development and learning.
- 2 Describes the relationship between home language development and the development of English.
- 3 Describes the relationship between early socio-emotional and identity development to the development of all languages relevant to the child.
- 4 Describes how languages relevant at home, in the early childhood setting, and the community influence children's early multilingual development.
- 5 Names basic differences across the continuum of simultaneous and/or sequential multilingual development.
- 6 Summarizes the benefits of growing up multilingual across all developmental domains.
- 7 Explains the developmental and learning implications of simultaneous or sequential exposure to two or more languages during the early years.
- 8 Integrates knowledge of how children growing up with more than one language use all their language capacities to communicate with others and understand the world around them.

ESL HSW | Health, Safety, and Well-Being

- 1 Describes the potential effect of family stressors associated with certain features of the sociocultural context.
- 2 Describes the relationship between early social and emotional development and identity development.
- 3 Describes how the use of home language and English impacts a child's sense of well-being.

ESL IRE | Interactions, Relationships, and Environments

- 1 Outlines the importance of the quantity and quality of multilingual exposure at home and in the larger community.
- 2 Articulates the benefits of home language development and maintenance for strong relationships with family, including extended family.
- 3 Identifies the role that the home language plays in fostering strong connections to family and community in young children.
- 4 Implements relationship based strategies to support family knowledge of the benefits of multilingualism.
- 5 Describes and provides examples of how the use of all the languages relevant to the child at home, in the early childhood setting, and in the community influences children's multilingual development.
- 6 Identifies and utilizes evidence-based practices to support the use of children's home language(s) in the early childhood setting.
- 7 Incorporates prints and artifacts representative of the children's language(s) and culture(s) in the early childhood setting.
- 8 Demonstrates intentional and consistent use of language(s) throughout the day.

ESL OA | Observation and Assessment

- 1 Identifies methods of collecting observational data related to language use.
- 2 Describes legal and ethical practices for identifying multilingual children and children with special needs.
- 3 Describes language assessment procedures, screening tools and observation methods in all relevant languages of the child to identify multilingual children.
- 4 Applies family friendly assessment strategies to assure families are part of the process.
- 5 Identifies evidence based instruments and practices for assessing multilingual children with special needs.
- 6 Selects and implements ethical, valid and reliable tools and techniques for assessing multilingual development and learning to inform group and individual planning and instruction according to the classroom language model.
- 7 Incorporates family goals regarding children's multilingual development in assessment and individual planning.
- 8 Adapts observation, screening and assessment strategies for multilingual children for all languages relevant to the child to inform individual planning and instruction.

ESL CPD | Curriculum or Program Design

- 1 Identifies language models used in early childhood settings.
- 2 Identifies strategies for collecting information about a child's/family's assets and resources.
- 3 Identifies features of various classroom language models for multilingual children.
- 4 Plans culturally relevant learning experiences that are differentiated according the developmental profiles of the languages relevant to the child and that incorporate appropriate language development standards/ guidelines for multilingual children.
- 5 Implements appropriate learning experiences utilizing all languages relevant to the child as aligned with classroom language model.
- 6 Describes a variety of evidence-based pedagogical practices that support development and learning in all languages relevant to child and in alignment with language model used in early childhood setting.
- 7 Selects and implements evidence-based pedagogical methods and instructional strategies in all the languages relevant for children with all kinds of diversities.
- 8 Differentiates instruction through the incorporation of a child's/family's cultural knowledge, language, and experiences.

FCR | Family and Community Relationships

- 1 Identifies the potential impact of family and community's attitudes towards multilingualism on early multilingual development.
- 2 Identifies evidence based strategies to facilitate the use of all languages relevant to the child in the early childhood setting and when sharing information about children's care with families.
- 3 Explains the benefits of multilingualism to families.
- 4 Explains the relationship between the family's values and practices of multilingual and multicultural families and child development.
- 5 Describes and gives examples of the communication preferences of multilingual and multicultural families in terms of language and modality.
- 6 Identifies strategies to gather information about families' goals and preferences regarding children's multilingual development.
- 7 Accesses and applies knowledge about family and community resources to support early multilingual, multicultural development and strengthen the status and appreciation for the home language(s) and culture of the children.
- 8 Integrates families' goals regarding children's multilingual development into practices in early childhood setting.
- 9 Identifies areas of strengths, whether individual and/or communal, such as family composition, availability of support networks, and their potential impact on children's resilience.

PPD | Personal and Professional Development

- 1 Uses reflective strategies to identify and explore personal capacities and potential challenges related to role and responsibilities with multilingual, multicultural children, and families.
- 2 Works collaboratively with families, colleagues and administrators to advocate for children.
- 3 Engages in reflection and design of professional development plan that includes language and culture.
- 4 Creates a professional philosophy that elevates the status of home language and promotes diversity as it relates to language parity in programs, policies and practices.
- 5 Engages in ongoing, proactive work to dismantle biases and prejudices in programs and the larger professional community.
- 6 Manages interpretation/translation responsibilities of staff based on their skills and family needs in an ethical manner reflective of individual skills.