GATEWAYS TO OPPORTUNITY ®

ESL & Bilingual Credential
CONTENT AREA: *CURRICULUM AND PROGRAM DESIGN*

Competency	Descriptor(s)	Videos	Modules/Webinars	Tip Sheets/ Blog Posts/How Tos	Papers
CPD1 Identifies language models used in early childhood settings.	Identifies the different language models (ESL, Dual language, English with home language support) used in early childhood settings. Identifies basic language development principles to be used in any language model **(#)**	**Sobrato Early Academic Language:** *Affirming Language, Culture, (&) Identity* This video demonstrates preschool environments where children's languages, cultures, and identities are welcomed, present, and affirmed. (9 minutes) https://www.youtube.com/watch?v=1RPSwy0Wa9c **Eastern Connecticut State University** *Supporting second language development in preschool*- mentions several well-researched strategies to develop second language acquisition in English only classrooms	**University of Wisconsin-Madison School of Education** WIDA Module One Topic 1 *Guiding principles and Can-Do Philosophy* (&) https://uonline.education.wisc.edu/course/view.php?id=398 **Migration Policy Institute** *Supporting DLLs in Superdiverse PreK-3 Programs: Findings from Two Studies* **(*)** https://www.migrationpolicy.org/multimedia/supporting-dlls-superdiverse-prek-3-programs-findings-two-studies	**New America** Dual Language Learners Reader Post (#)5: *Models of Language Instruction* https://www.newamerica.org/education-policy/edcentral/dllreader5/ **New America** *Dual Language Learners: A Two-Way Immersion Approach* Blog post-By Maggie Severn https://www.newamerica.org/education-policy/early-elementary-education-policy/early-ed-watch/dual-language-learners-a-two-way-immersion-approach/ **Early Childhood Learning and Knowledge Center** *Classroom Language Models- A Leader's Implementation Manual*	**Migration Policy Institute (*)** *Growing superdiversity among young U.S. dual anguage Learners and Its Implications* https://www.migrationpolicy.org/research/growing-superdiversity-among-young-us-dual-language-learners-and-its-implications

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		https://www.youtube.com/watch?v=09PrmLppQ1A **Sobrato Early Language Academy (SEAL)** *Bilingual/Dual Language Programs-Families* (*) Video produced for Spanish speaking families about the benefits and research behind bilingual and dual language education (11 minutes/Spanish with English subtitles) https://www.youtube.com/watch?v=rmMcqRiym-g **Early Edge California** *Investing in Dual Language Programs in the Early Years* Bilingual children outperform monolingual children in literacy and math. They will also be more competitive in the job market. https://www.youtube.com/watch?v=S7AztkmFLho		https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pps-language-models.pdf	

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CPD2 Identifies strategies for collecting information about a child's/family's assets and resources.	Describes connections between home and different early childhood settings and identifies how knowledge of child/family/community may be used to inform curriculum. Observes play scenarios to collect information about child's/family's experiences.	**California Early Childhood Educator Competencies** *Culture, Diversity, and Equity* **(*)** (Video; 16:49) This video This video features a panel discussion with Janet Gonzalez Mena, Christina Lopez-Morgan, Kimberly Nall, Intisar Shareef, moderated by Peter Mangione. The panel members address the following topics "*Respect for All Differences and Similarities*," "*Culturally Responsive Approaches*," "*Culture and Language Development and Learning*," and "*Culturally Inclusive Learning Environments*." https://www.youtube.com/watch?v=wYzFMblqHkI(&)list=PLhOEVkEub6hEkfyp3Y6YSH3dHZWRpgykX(&)index=4(&)t=0s **Illinois State University**:		**Early Childhood Learning and Knowledge Center** *Creating Environments That Include Children's Home Languages and Cultures-* https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/dll-creating-environments.pdf **Center for Early Childhood Learning and Knowledge**: *Supporting Dual Language Learners with Classroom Schedules and Transitions* https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/dll-classroom-schedules-transitions.pdf **Early Childhood Learning and Knowledge Center-** Tip Sheet-*Including Children's Home Languages and Cultures* (*) https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/dll-childrens-home-languages.pdf	**NAEYC** *Dramatic play* https://www.naeyc.org/resources/pubs/tyc/dec2017/supporting-language-culturally-rich-dramatic-play

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		Bilingual PK Instructional practices/scaffolding learning 8:58-12:09 https://pk3teachleadgrow.org/learning-modules/evas-classroom-instruction/ **School District of Waukesha** *The Importance of a Dual Language Education* :Video promoting the School District of Waukesha's Two-Way Dual Language program. Beginning in Kindergarten, students are instructed in the District's curriculum entirely in Spanish. By being completely immersed in the language, students become bilingual from a young age. https://www.youtube.com/watch?v=i-TMa8ZObl4			
CPD3 Identifies features of various classroom language	Describes how languages relevant to children are used within each part of the daily routine based on the language	**California Early Childhood Educator Competencies**	**Karen Nemeth:** Nurturing Bilingual Infant and Toddlers Webinar	**New America** *Dual Language Learners' Literacy and Language Development Through Pre-K*	**Institute of Medicine:** *Encouraging the Development and Achievement of Dual Language Learners in Early Childhood*

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models for multilingual children.	profile of individual children and the language model used in the early childhood setting.	*Dual-Language Development* (*) (Video Total= 20:52) This video (which includes segments in English and Spanish with corresponding subtitles)addresses a variety of topics of interest. a. "*Dual-Language Program Models and Strategies*" 0.18" to 6"02" b. *Development of the Home Language and of English,-Strategies for Teachers*" 6' 03" to 14'03" https://www.youtube.com/watch?v=xqCmvPxssYw(&)list=PLhOEVkEub6hEkfyp3Y6YSH3dHZWRpgykX(&)index=6(&)t=0s **Sobrato Early Academic Language (SEAL)** *Designated ELD Lessons K-*	*How to use technology with young DLLs* 1:09:28-1:16:47 https://register.gotowebinar.com/register/1965285047696831490	https://www.newamerica.org/education-policy/edcentral/dual-language-learners-literacy-and-language-development-through-pre-k/ **Early Childhood Learning and Knowledge Center** *Classroom Language Models-A Leader's Implementation Manual(*)* https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pps-language-models.pdf **City University of N.Y. New York State Initiative on Emergent Bilinguals** *Translanguaging Guide for teachers* pp.1-6 for early childhood https://www.cuny-nysieb.org/wp-content/uploads/2016/04/Translanguaging-Guide-March-2013.pdf	https://www.aft.org/ae/fall2018/espinosa

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		lustrates Integrated ELD and small group Designated ELD building upon thematic "Push and Pull" science content in an English-taught Kindergarten https://www.youtube.com/watch?v=TB5xsGiGzyM **Sobrato Early Academic Language (SEAL)** *Designated ELD Lessons-* 2nd Grade_ Illustrates Integrated ELD and small group Designated ELD building upon thematic "Animal Adaptations in the Ocean Habitat" science content in a 2/3 Combination English-taught classroom. https://www.youtube.com/watch?v=K1tK-WQFedI **Sobrato Early Academic Language (SEAL)** *Designated ELD Lessons-* 2nd Grade- *Smaller Group*			

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		Illustrates Integrated ELD and small group Designated ELD building upon thematic "Products and Services" social studies content in an English-taught 2nd grade classroom https://www.youtube.com/watch?v=u_-759uSCgY			
CPD4 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,	When relevant to the child, integrates WIDA's Early English and/or Spanish Language Development standards into curriculum plan Chooses ((#))language supports to ensure access to learning experiences. Designs learning experiences and environments that mirror children's experiences and expand on them.	**Eastern Connecticut University** *Supporting English language learners in the preschool classroom* (*) https://www.youtube.com/watch?v=09PrmLppQ1A **Teaching at the Beginning-** *The young dual language learner- The Pumpkin Story* Young girl dictates story in English and then when encouraged by the teacher to retell the story to her mom, teacher and child retell de story in the child's L1	**Early Edge California Webinars** Access the full webinar recordings on a variety of topics along with additional content such as presentation slides and other resources https://earlyedgecalifornia.org/distance-learning-webinars-from-early-edge-california/ **AVAILABLE IN ENGLISH AND SPANISH Particularly pertinent are:** o *How to Read Books with Infants and Toddlers* This webinar provides a brief introduction to Personalized Oral Language(s) Learning (POLL) strategies, explain how these strategies can	**University of Wisconsin-Madison School of Education:** WIDA Standards Resource Guide *Early English Language Development Standards* p. 15-17 https://wida.wisc.edu/sites/default/files/resource/Early-ELD-Standards-Guide-2014-Edition.pdf **University of Wisconsin-Madison School of Education** WIDA *Early Spanish Language Development Standards in English* p. 14 https://wida.wisc.edu/sites/default/files/resource/Early-ELD-	

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		https://www.youtube.com/watch?v=9LiQXoOLtW8 **Teaching at the Beginning-** *A Felt Board Story*(*) Video clip shows two young girls using both their home language and English to engage with other, an adult, and with a learning task https://www.youtube.com/watch?v=WT9daxBNDrA **Teaching at the Beginning** Soyul (&) Teacher Yvette Video 3 *Relationships, Strategies (&) Culture (*)* The third video in the series features on-camera commentaries on the teacher's strategies—with the Executive Director of UCLA ECEC, Gay Macdonald and researchers Dr. Marlene Zepeda and	support ECE educators and caregivers in supporting oral language development in infants and toddlers and provide a reading aloud demonstration using these techniques. Webinar includes a list of books in English and Spanish along with recommendations on how they can be used to support the development on each of those languages. o *How to Read Books with Preschoolers* This webinar provides a brief introduction to Personalized Oral Language(s) Learning (POLL) strategies, explaining how these strategies can support ECE educators in supporting oral language development, and provides a reading aloud demonstration using these techniques. Webinar includes a list of books in English and Spanish along with recommendations on how they can be used to support	Standards-Guide-2015-Edition.pdf **University of Wisconsin-Madison School of Education** WIDA *Early Spanish Language Development Standards in Spanish* p. 14 https://wida.wisc.edu/resources/los-estandares-del-desarrollo-del-lenguaje-temprano-del-espanol-de-wida-edicion-2015 **Early Childhood Learning and Knowledge Center:** Tip Sheet-*Inviting and Supporting Cultural Guides and Home Language Models* https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/dll-supporting-cultural-guides-language-models.pdf **Early Childhood Learning and Knowledge Center:** *Supporting English language development when children*	

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		Dr. Linda M. Espinosa This video runs 21" https://www.youtube.com/watch?v=bIThzCEYmzU	the development on each of those languages.	*have little experience with English-* Tip Sheet https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/dll-english-language-development.pdf **Head Start: Early Childhood Learning and Knowledge Center [ECLKC]-** *Same, Different, and Diverse Understanding Children Who Are Dual Language Learners(DLLs) (*)* https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/research-same-different-diverse-eng.pdf Also available in Spanish https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/research-same-different-diverse-esp.pdf **Illinois State Board of Education** *Helping Preschoolers Learn in Two Languages* (*) [Tip Sheet for Teachers] (Also available in Spanish and Polish)- https://illinoisearlylearning.org/tipsheets/bilingual-classroom/	

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CPD5 Implements appropriate learning experiences utilizing all languages relevant to the child as aligned with classroom language model.	Implements the classroom language model with fidelity. Selects learning materials and activities that are responsive to children's receptive and expressive language development in languages relevant to child.	**Eastern Connecticut University (*)** *Supporting second language development in preschool*- mentions several well-researched strategies to develop second language acquisition, particularly in classroom where teachers do not speak the children's home language(s) https://www.youtube.com/watch?v=09PrmLppQ1A **Teaching at the Beginning-** *Helping with homework-* At home, Alexis's mom talks with her child in Spanish while drawing a special picture for him. https://www.youtube.com/watch?v=S1CfHusT8j0	**University of Wisconsin-Madison School of Education WIDA Module 5** *Three case studies of educators planning their own professional development goals using the Promising Practices document (**&**)* https://uonline.education.wisc.edu/course/view.php?id=398(&)section=5	**Early Childhood Learning and Knowledge Center:** *Language Modeling With Dual Language Learning Infants*-Tip Sheet https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/dll-language-modeling-dll-infants.pdf **Learning Lizard** Website for books in multiple languages https://youtu.be/phEh6xtzyYw	**Migration Policy Institute** *the Language of the Classroom: Dual Language Learners in Head Start, Public Pre-K, and Private Preschool Programs* https://www.migrationpolicy.org/research/language-classroom-dual-language-learners-head-start-public-pre-k-and-private-preschool
CPD6 Describes a variety of evidence-based pedagogical practices that support development and learning in all languages relevant to	Sets appropriate emergent literacy goals in all languages relevant to children based on each child's language profile. Uses appropriate pedagogy to support content specific	**Illinois State University:** Video of Read aloud in Spanish PK **https://pk3teachleadgrow.org/learning-modules/evas-classroom-instruction/ 0:00-3:02**	**California Early Edge-TK California** *Practical and Proven Strategies for Teaching Dual Language Learners: Personalized Oral Language Learning (POLL) approach*	**New America** Blog Post by Elise Franchino *Dual Language Learners' Literacy and Language Development Through Pre-K (*)*	

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child and in alignment with language model used in early childhood setting.	learning in all languages relevant to the child. Uses an asset-based approach to promote children's multicultural development as participants in particular cultural communities, a democratic society, and a global world. Matches individual children's language development profile with specific strategies (e.g. TPR for children in the silent period but with emerging receptive understanding of the new language). Uses a variety of evidence-based practices to engage children. (#)	**NCC Early Childhood Education** Short video from Cultural Linguistic and Ability Diversity calling attention to variables to keep in mind for curriculum development and implementation (*) https://www.youtube.com/watch?v=ML5Gp8Jxq_s(&)feature=youtu.be **Sobrato Early Language Academic (SEAL)** *Model Cross Language Connections*. Illustrates cross language connections and metalinguistic awareness in the dual language brain utilizing various strategies in grades Kindergarten – 3rd grade. https://www.youtube.com/watch?v=TpPa7MZC4O0	• Family languages and interests • Environmental Supports • Instructional Supports https://tkcalifornia.org/resources/practical-and-proven-strategies-for-teaching-young-dual-language-learners-poll/	**Language Castle** *Making math meaningful and language rich* http://www.languagecastle.com/2017/02/fast-5-gamechangers-support-math-learning-young-dlls/ **Language Castle:** *Using bilingual alphabet charts* http://www.languagecastle.com/2017/02/fast-5-gamechangers-using-bilingual-alphabets/ **University of Wisconsin-Madison School of Education** WIDA Focus Bulletin *Supporting Early Literacy Development* https://wida.wisc.edu/resources/early-years-supporting-early-literacy-development **University of Wisconsin-Madison School of Education** WIDA Focus Bulletin *Supporting Dual Language Learners in Early Childhood Programs*	

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		Illinois State University *Dual language kindergarten Circle time Literacy activities* 0:00-2:39 *Message of the Day* 4:34-6:17 *High frequency word game* https://pk3teachleadgrow.org/learning-modules/marthas-classroom-instruction/ **Dual Language Mini-Literacy Lesson** (In Spanish) https://www.youtube.com/watch?v=bjbF-hvp7ig **Teaching for Biliteracy** *Kindergarten Living and Non-Living Things* (In Spanish and English) https://www.youtube.com/watch?v=Z2lYxZErB2g **Claymont Elementary** *Spanish-English dual Immersion* (50-50)		https://wida.wisc.edu/sites/default/files/resource/FocusOn-EY-Supporting-DLLs.pdf **University of Wisconsin-Madison School of Education** WIDA Focus Bulletin *Planning for Dual Language Development* https://wida.wisc.edu/sites/default/files/resource/FocusOn-EY-Planning-for-Dual-Language-Development.pdf **Early Childhood Learning and Knowledge Center** *Supporting Dual Language Learners with Classroom Schedules and Transitions*-Tip Sheet https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/dll-classroom-schedules-transitions.pdf **Early Childhood Learning and Knowledge Center** *The Dual Language Learners Program Assessment (DLLPA)* (*): Assists Head Start, child care, and pre-K program assess	

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		https://www.youtube.com/watch?v=iI90kYAMWrg **Early Childhood Learning and Knowledge Center-** *Dual Language Learner Program Assessment* The Dual Language Learners Program Assessment (DLLPA) : Assists Head Start, child care, and pre-K program assess their management systems and services to ensure the full and effective participation of children who are DLLs and their families. The video explains the purpose and scope of the DLLPA https://eclkc.ohs.acf.hhs.gov/video/introducing-dual-language-learners-program-assessment-dllpa		their management systems and services to ensure the full and effective participation of children who are DLLs and their families. A one-page explanation of the tool https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/dllpa-key-messages-coordinated-approach.pdf **Early Childhood Learning and Knowledge Center** *The Dual Language Learners Program Assessment (DLLPA)A Users Guide* https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/dllpa-users-guide-508-revised-v3.pdf **Early Childhood Learning and Knowledge Center** *The Dual Language Learners Program Assessment (DLLPA) The Full DLLPA* https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/dllpa-collection-508-revised-v3.pdf	

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CPD7 Selects and implements evidence-based pedagogical methods and instructional strategies in all the languages relevant for children with all kinds of diversities.	Designs thematic units that grow knowledge and language skills based on individual interests and abilities. Scaffolds the development of culturally relevant complex play scenarios across all relevant languages. Chooses texts that represent a variety of cultural and linguistic perspectives for read alouds. Develops connections among all languages relevant to the child in the context of literacy. Identifies strategies to intentionally support MLLs with disabilities in inclusive settings.**(#)**	**Sobrato Early Academic Language** *Preschool Thematic Unit - Redwood City* An integrated thematic "Farm" unit implemented in a bilingual preschool classroom. https://www.youtube.com/watch?v=W1BXWtfUIrY **Teaching at the Beginning** *Writing Her First Letter | Alphabetic Knowledge* https://www.youtube.com/watch?v=jzZRZjmFMxE **Sobrato Early Academic Language** *Transfer and Designated ELD in a Spanish bilingual Classroom* (*) Illustrates a transfer lesson and Designated ELD connected to science content in a 2nd grade Spanish bilingual classroom. https://www.youtube.com/watch?v=Z7HaUizhgEQ	**University of Wisconsin-Madison School of Education** (*)WIDA Module Three Topics 1-5 *MLL's with disabilities* **(&)** -Characteristics -Factors that influence language development -Access and opportunity -Supporting Development and Learning -Promoting Success for All https://uonline.education.wisc.edu/course/view.php?id=398	**Early Childhood Learning and Knowledge Center** *Organizing Thematic Instruction* https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/dll-planning-organizing-thematic-instruction.pdf **Early Childhood Learning and Knowledge Center** *Selecting Culturally Appropriate Books* https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/selecting-culturally-appropriate-books.pdf **New America** *An Early Intervention Curriculum for Dual Language Learners-Blog Post* https://www.newamerica.org/education-policy/edcentral/early-intervention-curriculum-dual-language-learners/ **Early Childhood Learning and Knowledge Center-** NCCLR	**Journal of Early Childhood Literacy** Wagner, C. (2017). *Being bilingual, being a reader: Prekindergarten dual language learners' reading identities* https://journals.sagepub.com/doi/full/10.1177/1468798417739668

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		Sobrato Early Academic Language *Bahia Vista Child Development Center* A preschool classroom implementing an "Insects" theme integrating language development with science content in a bilingual 90:10 program, focusing on the use of the outdoor environment, language and content-infused learning and play centers indoors, and family connections. https://www.youtube.com/watch?v=fX1AY0XszMM

Sobrato Early Academic Language *Content Based Charts (*)* Presents a strategy for building language in and through content in a 2nd grade Spanish Dual Immersion classroom. https://www.youtube.com/watch?v=ShBBfefJuRI | | *Quick Guide for Teachers How to Use Bilingual Books* https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/how-to-use-bilingual-books.pdf

Early Childhood Learning and Knowledge Center: *Using Cultural Backgrounders* https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/ways-use-cultural-backgrounders-eng.pdf

University of Wisconsin-Madison School of Education WIDA Focus Bulletin- *Supporting DLLs* https://wida.wisc.edu/sites/default/files/resource/FocusOn-EY-Supporting-DLLs.pdf

University of Wisconsin-Madison School of Education WIDA *English Standards Resource Guide* Using Model Performance Indicator(MPIs) to develop language objectives Pp 28-63 https://wida.wisc.edu/sites/default/files/resource/Early-ELD- | |

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		Sobrato Early Academic Language *Sentence Patterning (*)* Presents a strategy for building complex sentences and understanding the structure of language in a Kindergarten bilingual classroom. https://www.youtube.com/ watch?v=PMZg3VNxTUI		Standards-Guide-2014-Edition.pdf **University of Wisconsin-Madison School of Education** WIDA *Spanish Standards Resource Guide* Using Model Performance Indicator(MPIs) to develop language objectives https://wida.wisc.edu/resources/ 2015-early-spanish-language-development-standards-resource-guide Pp 28-63 **University of Wisconsin-Madison School of Education** WIDA *Spanish Standards Resource Guide* Using Model Performance Indicator(MPIs) to develop language objectives in Spanish pp24-63 https://wida.wisc.edu/resources/ los-estandares-del-desarrollo-del-lenguaje-temprano-del-espanol-de-wida-edicion-2015	

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CPD8 Differentiates instruction through the incorporation of a child's/family's cultural knowledge, language, and experiences.	Incorporates family's cultural and language preferences into individual children's learning objectives across all relevant languages. Selects linguistically and culturally appropriate materials. Integrates the home and community experiences of children into differentiated experiences that can serve to bridge understanding of experiences and learning in the early childhood setting. Differentiates language objectives during learning experiences. Integrates information regarding attitudes about all languages relevant to the child in the home and community and in other contexts of development (e.g. after school care) to design language development goals for particular children and	**Teaching at the Beginning (*)** *Brand New Words* / *Teacher Competencies* Shows teacher learning familiar words in child's home language https://www.youtube.com/watch?v=6G2MnKeJjtA **Teaching at the Beginning (*)** *A commentary on 'Brand New Word's* / *Brand New Words* / *Teacher Competencies* Linda M. Espinosa, PhD, researcher and author, keenly explores aspects of dual language learning in young children via commentary on the video https://www.youtube.com/watch?v=lXGU0QfSynE **Teaching at the Beginning** *Toy animals* Clips shows lessons about different kinds of animals in Spanish and English	**University of Wisconsin-Madison School of Education** WIDA Module Four Topic 3 *Planning for Language Learning (&)* https://uonline.education.wisc.edu/course/view.php?id=398	**University of Wisconsin-Madison School of Education** WIDA Can Do Descriptors for PK in English https://wida.wisc.edu/sites/default/files/resource/CanDo-Descriptors-Early-Years.pdf **University of Wisconsin-Madison School of Education** WIDA Can Do Descriptors for PK in Spanish https://wida.wisc.edu/sites/default/files/resource/Los-descriptores-Podemos-educación-temprana.pdf **University of Wisconsin-Madison School of Education** WIDA Can Do Descriptors for Kindergarten https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Kindergarten.pdf	**Migration Policy Institute:** Supporting Dual Language Learner Success in Superdiverse PreK-3 Classrooms: The Sobrato Early Academic Language Model https://www.migrationpolicy.org/research/supporting-dual-language-learner-success-superdiverse-prek-3-classrooms-sobrato **Peisner-Feinberg, E., Buysse, V., Fuligni, A., Burchinal, M., Espinosa, L., Halle, T., & Castro, D.(2014)** *Using Early Care and Education Quality Measures with Dual Language Learners: A Review of the Research* https://www.sciencedirect.com/science/article/pii/S0885200614000416?via%3Dihub

(*****)Indicates resource that can be used for more than one competency or competency areas.

(**#**) Indicates new descriptor, not found in prior versions of the Gateways Bilingual/ESL Competencies or an edition to an existing descriptor.

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Competency	Descriptor(s)	Videos	Modules/Webinars	Tip Sheets/ Blog Posts/How Tos	Papers
	aligned to language model used in early childhood setting.	https://www.youtube.com/watch?v=OgchhXxtjm8			

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