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
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

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CPD6 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.	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 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. **(#)**	**Illinois State University:** Video of Read aloud in Spanish PK **https://pk3teachleadgrow.org/learning-modules/evas-classroom-instruction/** **0:00-3:02** **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	**California Early Edge-TK California** *Practical and Proven Strategies for Teaching Dual Language Learners: Personalized Oral Language Learning (POLL) approach* • Family languages and interests • Environmental Supports • Instructional Supports https://tkcalifornia.org/resources/practical-and-proven-strategies-for-teaching-young-dual-language-learners-poll/	**New America** Blog Post by Elise Franchino *Dual Language Learners' Literacy and Language Development Through Pre-K (*)* **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	

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		in grades Kindergarten – 3rd grade. https://www.youtube.com/watch?v=TpPa7MZC4O0 **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		**University of Wisconsin-Madison School of Education** WIDA Focus Bulletin *Supporting Dual Language Learners in Early Childhood Programs* 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	

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		Claymont Elementary *Spanish-English dual Immersion* (50-50) 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		**Early Childhood Learning and Knowledge Center** *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. 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*	

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				https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/dllpa-collection-508-revised-v3.pdf	
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	**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/	**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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		Spanish bilingual classroom. https://www.youtube.com/watch?v=Z7HaUizhgEQ **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.		**Early Childhood Learning and Knowledge Center-** NCCLR *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	

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		https://www.youtube.com/ watch?v=ShBBfefJuRI **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		Pp 28-63 https://wida.wisc.edu/sites/defa ult/files/resource/Early-ELD-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

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	aligned to language model used in early childhood setting.	https://www.youtube.com/ watch?v=OgchhXxtjm8			

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