GATEWAYS TO OPPORTUNITY ®

ESL & Bilingual Credential

CONTENT AREA: *INTERACTIONS, RELATIONSHIPS, AND ENVIRONMENTS*

Competency	Descriptor(s)	Videos	Modules/Webinars	Tip Sheets/ Blog Posts/How Tos	Papers
IRE1 Outlines the importance of the quantity and quality of multilingual exposure at home and in the larger community.	Describes methods to collect information about attitudes regarding all the languages relevant to the child used in the home, community, and early childhood settings.	***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".*	**University of Wisconsin-Madison School of Education** WIDA Module 1 Topic *Creating a Welcoming Environment (**&**)* https://uonline.education.wisc.edu/mod/scorm/view.php?id=29626	**Early Childhood Learning and Knowledge Center**: NCCLR Quick Guide for Teachers *Selecting Culturally Appropriate Children's Books in Languages Other Than English (*)* https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/select-cultural-childrens-books-non-english-eng.pdf **Early Childhood Learning and Knowledge Center-** *Selecting and Using Culturally Responsive Children's Books (*)* https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/selecting-culturally-appropriate-books.pdf	

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		https://www.youtube.com/watch?v=wYzFMblqHkI(&)list=PLhOEVkEub6hEkfyp3Y6YSH3dHZWRpgykX(&)index=4(&)t=0s ***California Early Childhood Educator Competencies*** *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. Particular to this competency are: a. Development of the Home Language and of English,- Strategies for Teachers"*6' 03" to 14'03"* b. *"*Relationships with families of dual language learners*". 18' 20" to 20' 52"*			

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		https://www.youtube.com/watch?v=xqCmvPxssYw(&)list=PLhOEVkEub6hEkfyp3Y6YSH3dHZWRpgykX(&)index=6(&)t=0s			
IRE2 Articulates the benefits of home language development and maintenance for strong relationships with family, including extended family.	Describes benefits of using greetings and phrases in the home language that acknowledge cultural norms regarding age, status, and language use.	**Early Edge California** *The benefits of dual language programs for early learners* https://www.youtube.com/watch?v=Mhs_DJwW8v0(&)list=PLYPjuF2Ft_nFr9WDqPji7FAmTfDiRYXNd(&)index=3(&)t=0s		**Early Childhood Learning and Knowledge Center:** *Language at home and in the community* (for families) (*) Eight things you can do every day to help your child learn your family's language and become successful in school. https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/language-home-families-eng.pdf **Early Childhood Learning and Knowledge Center:** *Language at home and in the community* (for teachers).Ideas to share with families.(*) https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/language-home-teachers-eng.pdf **Early Childhood Learning and Knowledge Center:** *The Gift of Language* (For Families).(*)	

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				https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/gift-of-language-eng.pdf (*)Also available in Spanish, Arabic, Brazilian Portuguese, Haitian Creole, and Russian **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 **Cox Campus** Variety of print resources related to benefits of bilingualism, tips for sharing my language, all about my family	

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				https://www.coxcampus.org/the-gift/	
IRE3 Identifies the role that the home language plays in fostering strong connections to family and community in young children.	Gives examples of how hearing the home language in out of home settings is comforting and reassuring to the child.	***California Early Childhood Educator Competencies*** *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. Particular to this topic is: a. "Relationships with families of dual language learners". *18' 20" to 20' 52" https://www.youtube.com/ watch?v=xqCmvPxssYw(&)list=PLhOEVkEub6hEkfy p3Y6YSH3dHZWRpgykX(&)index=6(&)t=0s*	**University of Wisconsin-Madison School of Education** WIDA Module 1Topic 3 *Importance of home language/Culture (**&**)* https://uonline.education.wisc.edu/mod/scorm/view.php?id=29625		
IRE4 Implements relation-based strategies to support family knowledge of	Uses knowledge about the developmental (cognitive and socio-emotional) benefits of multilingualism to inform parents about the importance	**Sobrato Early Academic Language (SEAL)** *Affirming Language, Culture, (&) Identity(*)*		**University of Wisconsin-Madison School of Education** WIDA Focus Bulletin *Basic principles of family engagement*	**Californians Together:** *Multiple Pathways to Biliteracy* https://californianstogether.app.box.com/s/xfhmxlnjmye1psaq056ihq3iu0swv58e

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the benefits of multilingualism.	of ongoing use of the home language. Gives examples the socio-emotional benefits of multilingualism to families and caregivers in formal and informal conversations (e.g. parent-teacher conferences or during arrival to early childhood setting). Requests that families share songs, stories, tongue-twisters, riddles, games, and audiovisual resources in the home language as a means of fostering and sustaining home language.	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		https://wida.wisc.edu/sites/default/files/resource/ABCs-Family-Engagement.pdf **Californians Together** *Alas y Voz Campaign Tookit* The Alas y Voz campaign is designed to raise awareness among parents of English Learners about the benefits of biliteracy so they may choose bilingual programs for their children. https://www.californianstogether.org/alas-y-voz/campaign/	
IRE 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.	Explains strategies for identifying attitudes towards all the languages relevant to the child that are prevalent at home and in the community. Describes ways to develop relationships that support family's positive attitudes toward multilingual development.		**University of Wisconsin-Madison School of Education** WIDA Module 4 Topic 4 *Strategies that bridge home and English language development* **(&)** https://uonline.education.wisc.edu/mod/scorm/view.php?id=29681	(*)**NAEYC** *Supporting dual language infants and toddlers(*)* https://www.naeyc.org/resources/pubs/yc/may2020/rocking-and-rolling **Center for Early Childhood Learning and Knowledge** *Gathering and Using Language Information That Families Share*	

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	Describes the use of the family home language in care and learning routines as a sign of respect and acknowledgement of the child's other contexts of development and of their importance for the child's overall well-being.			https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/gathering-using-language-information.pdf	
IRE6 Identifies and utilizes evidence-based practices to support the use of children's home language(s) in the early childhood setting	Gives examples of ways to promote adult-child interactions by accepting and responding to child's use of the home language. Accepts responses in the home language even when the adult is using English.			**Language Castle** *Strategies to support dual language interactions* http://www.languagecastle.com/2019/04/fast-5-gamechangers-empower-dlls-with-conversations/	
IRE7 Incorporates prints and artifacts representative of the children's language(s) and culture(s) in the early childhood setting	Asks families to bring cultural artifacts and clothing to make available for children's play and use in the early childhood setting throughout the year. Explains the importance of creating a culturally relevant environment that includes print in the home language as a means of ensuring	**Illinois State University** *PK classroom environment walkthrough video* https://pk3teachleadgrow.org/learning-modules/evas-classroom-environment-walkthrough/ **Illinois State University** *Kindergarten classroom environment walkthrough.*	**Karen Nemeth** Webinar *Nurturing bilingual infants and toddlers* 1:02:40-1:09:25 https://register.gotowebinar.com/register/1965285047696831490 **Early Edge California-TK California**	**CUNY:** *Translanguaging Guide: Multilingual Learning Environments* (*) pp20-21 https://www.cuny-nysieb.org/wp-content/uploads/2016/04/Translanguaging-Guide-March-2013.pdf	

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	continuity between the home and the early childhood setting. Evaluates the quality and quantity of experiences, pictures, books and other materials in the languages and cultures of the children in early childhood settings	https://pk3teachleadgrow.org/learning-modules/zahidees-classroom-environmental-walkthrough/	*Practical and Proven Strategies for Teaching Dual Language Learners: Personalized Oral Language Learning (POLL) approach.* (Pt. 2 Environmental Supports) https://tkcalifornia.org/resources/practical-and-proven-strategies-for-teaching-young-dual-language-learners-poll/		
IRE8 Demonstrates intentional and consistent use of language(s) across the day.	Supports the use of home language to provide comfort, teach, to scaffold learning, to have in-depth conversation as well as for providing directions and management. Promotes the use of the home language with other adults as well as with children to demonstrate the value of home language in a variety of interactions e.g. inviting guests to play games, read books, or share music.			**Language Castle** *Using home language supports in English contexts* http://www.languagecastle.com/2017/03/fast-5-gamechangers-yes-can-support-home-language/ **Latino Policy Forum** *Illinois English Learner Handbook* Chapter 5 pp. 28-36 ELs and Linguistically and Culturally Relevant Early Learning	

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				Includes multiple examples of high-quality dual language EC standards in practice. https://elhandbook.org **Early Childhood Learning and Knowledge Center** *Language at home and in the community* (for families) (*) Eight things you can do every day to help your child learn your family's language and become successful in school.(*) https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/language-home-families-eng.pdf	

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