GATEWAYS TO OPPORTUNITY ®

ESL & Bilingual Credential
CONTENT AREA: *PERSONAL AND PROFESSIONAL DEVELOPMENT*

Competency	Descriptor(s)	Videos	Modules/Webinars	Tip Sheets/ Blog Posts/How Tos	Papers
PPD1 Uses reflective strategies to identify and explore personal capacities and potential challenges related to role and responsibilities with multilingual, multicultural children and families.	Demonstrates knowledge of the characteristics of colloquial and professional language and culturally sensitive communication in multilingual contexts. Gives examples of how the role of teachers and views of education vary across cultural contexts. Articulates reasons to learn a few words in a language other than English if the early childhood practitioner is monolingual. Recognizes personal capacities related to listening, speaking, reading and writing in two/or more languages if the early childhood practitioner is multilingual.			**Early Childhood Learning and Knowledge Center** *Administrators and Managers Support Dual Language Learners*(*) Webpage- This DLL Toolkit resources can help program directors and managers better support the learning and development of young children. https://eclkc.ohs.acf.hhs.gov/culture-language/article/administrators-managers-support-dual-language-learners **Georgetown University- National Center for Cultural Competency** Cultural competence self-assessment tool for those working in early childhood settings	

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	Multilingual early childhood practitioner describes ways to ask for help when faced with challenges in translating or interpreting in order to contribute to effective team functioning Monolingual early childhood practitioner names basic principles for working with an interpreter/translator.			https://nccc.georgetown.edu/documents/ChecklistEIEC.pdf	
PPD2 Works collaboratively with families, colleagues and administrators to advocate for children.	Advocates for flexibility in working collaboratively with families. Identifies impact of power dynamics in collaborative contexts. Identifies sociocultural influences that impact power dynamics.			**Early Childhood Learning and Knowledge Center** *Administrators and Managers Support Dual Language Learners*(*) Webpage- This DLL Toolkit resources can help program directors and managers better support the learning and development of young children.	**US Dept of Health and Human Services:** *Joint Policy Statement U.S. Department of Health and Human Services U.S. Department of Education Policy Statement on Supporting the Development of Children Who Are Dual Language Learners in Early Childhood Programs*

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				https://eclkc.ohs.acf.hhs.gov/culture-language/article/administrators-managers-support-dual-language-learners	https://www.acf.hhs.gov/sites/default/files/ecd/dll_policy_statement_final.pdf **Migration Policy Institute** *Dual Language Learners: A National Demographic and Policy Profile* The fact sheets in this series offer a sociodemographic sketch of the DLL population (and comparison to non-DLL peers) at both the national level and in the 30 states. https://www.migrationpolicy.org/research/dual-language-learners-national-demographic-and-policy-profile
PPD3 Engages in reflection and design of professional development plan that includes language and culture.	Describes the importance of professional growth activities that include topics related to language and culture. Identifies options for professional growth that include topics related to language and culture at local, state or national level.		**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**	**Early Childhood Learning and Knowledge Center-** *Ways to Use Cultural Backgrounders* (*) This guidelines are meant to help administrators and practitioner elicit sociocultural information about refugee families (particularly from families from Burma, Iraq, and Somalia) but it can serve as a template or roadmap for use with linguistically diverse	

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			Particularly pertinent are: *1. How to Support Dual Language Learning* This webinar provides recommendations for educators to engage in dialogue with families to share the importance of bilingualism, advantages, and opportunities to continue the development of their home languages, and promote oral language development in both English and home language virtually . 2. *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 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	families or for self-reflection about the impact of practitioner's own sociocultural background and experiences. https://eclkc.ohs.acf.hhs.gov/sit es/default/files/pdf/ways-use-cultural-backgrounders-eng.pdf	

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			Spanish along with recommendations on how they can be used to support the development on each of those languages. 3. *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 the development on each of those languages.		
PPD4 Creates a professional philosophy that elevates the status of home language and promotes diversity as it	Demonstrates awareness of how one's personal background and experiences impact attitudes towards multilingual development.	**New America The Young Dual Language Learner Video Series:**	**University of Wisconsin-Madison School of Education** **WIDA Module 5** *Three case studies of educators planning their own*	**New America:** *Rating Program Quality for Dual Language Learners in Early Ed- Blog post*	**New America** *Supporting Early Learning in America* *Policies for a New Decade* Paper outlines eight policy recommendations for accelerating

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relates to language parity in programs, policies and practices.	Demonstrates an awareness of the impact of sociopolitical context on teaching and learning. Reflects on own beliefs, socioeconomic and cultural background, and intercultural experiences and their potential impact on practices with linguistically and culturally diverse children and families. Articulates a professional philosophy that clearly incorporates information about the distinct developmental characteristics of multilingual children and identifies evidence-based practices to be used with these young children and their families Integrates own knowledge, strengths and talents related to language and culture into practices in the early childhood setting.	*A Peek into High-Quality Early Childhood Education for DLLs* https://www.newamerica.org/education-policy/edcentral/young-dual-language-learner-video-series-peek-high-quality-early-childhood-education-dlls/	*professional development goals using the Promising Practices document (**&**)* https://uonline.education.wisc.edu/course/view.php?id=398(&)section=5	https://www.newamerica.org/education-policy/edcentral/dll-data-gaps-3/	progress of young dual language learners **https://www.newamerica.org/education-policy/reports/supporting-early-learning-america/** **Migration Policy Institute** *Growing Superdiversity among Young U.S. Dual Language Learners and Its Implications (*)* This report explores the superdiversity within the DLL population at the national, state, and local level. https://www.migrationpolicy.org/research/growing-superdiversity-among-young-us-dual-language-learners-and-its-implications

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PPD5 Engages in ongoing, proactive work to dismantle biases and prejudices in programs and the larger professional community.	Acknowledges own personal biases and their impact on professional practices including interactions with families. Explains how policies and power shape and mutually interact with language use, and influence attitudes and societal norms that affect multilingual children and their families. Reflects on and applies knowledge about negative effects of prejudice, stereotyping and discrimination on teaching and learning. Advocates for the rights of multilingual children as provided by federal and state laws.		**Karen Nemeth** Webinar Nurturing bilingual infants and toddlers *Considering impact of policies on practices* **12:00-17:50** https://register.gotowebinar.com/register/1965285047696831490		**Foundation for Child Development** Pre-K-3rd Policy into Action Brief Linda Espinosa (2013) *Updated literature review: Myths About Dual Language Development PK-3rd* **https://www.fcd-us.org/assets/2016/04/Challenging-Common-Myths-Update.pdf** **New America** Starting Early with English Language Learners: First Lessons from Illinois Report describes the history and practices that contributed to the development of EC EL system in Illinois. https://static.newamerica.org/attachments/7424-growing-research-consensus-on-effective-strategies-for-dual-language-instruction-in-early-childhood/Starting_Early_With_English_Language_Learners.b6f98ba325b349**de9326081842**d8af75.pdf

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					National Institute of Early Education Research [NIEER] Nores, M. Friedman Krauss, A. (&) Frede, E. (2018). *Opportunities (&) Policies for Young Dual Language Learners.* http://nieer.org/wp-content/uploads/2018/07/Policy-facts-DLLs_July2018.pdf **Build Initiative** Espinoza, L. (&) Calderón, M. (2015). *State early learning and development standards/guidelines, policies, and related practices: How are they responsive to the needs of young dual language learners?* http://buildinitiative.org/Portals/0/Uploads/Documents/BuildDLLReport2015.pdf
PPD6 Manages interpretation/translation responsibilities of staff based on their skills and family needs in an ethical manner reflective of individual skills.	Articulates role of the interpreter/translator/cultural broker clearly. Describes the types of interpretation/ translation that are required for particular interactions while considering family needs and wishes.	**North Clackamas Schools** Using an interpreter while conducting an IEP meeting Short video of do and don'ts. **https://www.youtube.com/watch?v=sqbTPs8o9iA**		**Early Childhood Learning and Knowledge Center**- *Spanish/English Glossary* https://eclkc.ohs.acf.hhs.gov/culture-language/article/head-start-bilingual-glossary **Language Castle** *Tips on translating materials* http://www.languagecastle.com/2016/09/top-tips-translating-	

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	-Assigns Interpreters/translators based on talents and abilities. -Manages team interactions with interpreters/ translators/cultural brokers. -Advocates for compensation for interpreters/ translators/cultural brokers -Evaluates effectiveness of interpreter/ Translator/cultural/brokers.			materials-multilingual-preschool/ **American Speech and Hearing Association** *Collaborating with Interpreters* A variety of short papers related to collaborating with interpreters including roles and responsibilities, working with translators, legal and ethical issues. Using interpreting and translating services in early childhood. Includes case studies that illustrate key messages. https://www.asha.org/PRPSpecificTopic.aspx?folderid=8589935334(&)section=Key_Issues http://www.resourcingparents.nsw.gov.au/ContentFiles/Files/diversity-in-practice-tipsheet-4.pdf	

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