

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
<p>PPD1 Uses reflective strategies to identify and explore personal capacities and potential challenges related to role and responsibilities with multilingual, multicultural children and families.</p>	<p>Demonstrates knowledge of the characteristics of colloquial and professional language and culturally sensitive communication in multilingual contexts.</p> <p>Gives examples of how the role of teachers and views of education vary across cultural contexts.</p> <p>Articulates reasons to learn a few words in a language other than English if the early childhood practitioner is monolingual.</p> <p>Recognizes personal capacities related to listening, speaking, reading and writing in two/or more languages if the early childhood practitioner is multilingual.</p>			<p><u>Early Childhood Learning and Knowledge Center</u> <i>Administrators and Managers Support Dual Language Learners</i>(*) 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</p> <p><u>Georgetown University- National Center for Cultural Competency</u> Cultural competence self-assessment tool for those working in early childhood settings</p>	

(*)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.

(&)This resource is currently free to Illinois residents, but requires that users register on the UOnline University of Wisconsin-Madison Website.

Competency	Descriptor(s)	Videos	Modules/Webinars	Tip Sheets/ Blog Posts/How Tos	Papers
	<p>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</p> <p>Monolingual early childhood practitioner names basic principles for working with an interpreter/translator.</p>			https://nccc.georgetown.edu/documents/ChecklistEIEC.pdf	

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