

**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><b>PPD2</b> Works collaboratively with families, colleagues and administrators to advocate for children.</p>	<p>Advocates for flexibility in working collaboratively with families.</p> <p>Identifies impact of power dynamics in collaborative contexts.</p> <p>Identifies sociocultural influences that impact power dynamics.</p>			<p><b><u>Early Childhood Learning and Knowledge Center</u></b>  <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.  <a href="https://eclkc.ohs.acf.hhs.gov/culture-language/article/administrators-managers-support-dual-language-learners">https://eclkc.ohs.acf.hhs.gov/culture-language/article/administrators-managers-support-dual-language-learners</a></p>	<p><b><u>US Dept of Health and Human Services:</u></b>  <i>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</i>  <a href="https://www.acf.hhs.gov/sites/default/files/ecl/dll_policy_statement_final.pdf">https://www.acf.hhs.gov/sites/default/files/ecl/dll_policy_statement_final.pdf</a></p> <p><b><u>Migration Policy Institute</u></b>  <i>Dual Language Learners: A National Demographic and Policy Profile</i>                      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.  <a href="https://www.migrationpolicy.org/research/dual-language-learners-">https://www.migrationpolicy.org/research/dual-language-learners-</a></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.

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					<a href="#">national-demographic-and-policy-profile</a>
<b>PPD3</b> Engages in reflection and design of professional development plan that includes language and culture.	<p>Describes the importance of professional growth activities that include topics related to language and culture.</p> <p>Identifies options for professional growth that include topics related to language and culture at local, state or national level.</p>		<p><b><u>Early Edge California Webinars</u></b>            Access the full webinar recordings on a variety of topics along with additional content such as presentation slides and other resources  <a href="https://earlyedgecalifornia.org/distance-learning-webinars-from-early-edge-california/">https://earlyedgecalifornia.org/distance-learning-webinars-from-early-edge-california/</a>  <b>AVAILABLE IN ENGLISH AND SPANISH</b>  <b>Particularly pertinent are:</b>            1. <i>How to Support Dual Language Learning</i>            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</p>	<p><b><u>Early Childhood Learning and Knowledge Center- Ways to Use Cultural Backgrounders (*)</u></b>            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 families or for self-reflection about the impact of practitioner’s own sociocultural background and experiences.  <a href="https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/ways-use-cultural-backgrounders-eng.pdf">https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/ways-use-cultural-backgrounders-eng.pdf</a></p>	

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			<p>2. <i>How to Read Books with Infants and Toddlers</i> (*) 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 Spanish along with recommendations on how they can be used to support the development on each of those languages.</p> <p>3. <i>How to Read Books with Preschoolers</i> (*) 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</p>		

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			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.		

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