

**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>PPD4</b> Creates a professional philosophy that elevates the status of home language and promotes diversity as it relates to language parity in programs, policies and practices.</p>	<p>Demonstrates awareness of how one’s personal background and experiences impact attitudes towards multilingual development.</p> <p>Demonstrates an awareness of the impact of sociopolitical context on teaching and learning.</p> <p>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.</p> <p>Articulates a professional philosophy that clearly incorporates information about the distinct developmental characteristics</p>	<p><b><u>New America The Young Dual Language Learner Video Series:</u></b></p> <p><i>A Peek into High-Quality Early Childhood Education for DLLs</i></p> <p><a href="https://www.newamerica.org/education-policy/edcentral/young-dual-language-learner-video-series-peek-high-quality-early-childhood-education-dlls/">https://www.newamerica.org/education-policy/edcentral/young-dual-language-learner-video-series-peek-high-quality-early-childhood-education-dlls/</a></p>	<p><b><u>University of Wisconsin-Madison School of Education</u></b></p> <p><b>WIDA Module 5</b></p> <p><i>Three case studies of educators planning their own professional development goals using the Promising Practices document (&amp;)</i></p> <p><a href="https://uonline.education.wisc.edu/course/view.php?id=398(&amp;)section=5">https://uonline.education.wisc.edu/course/view.php?id=398(&amp;)section=5</a></p>	<p><b><u>New America:</u></b></p> <p><i>Rating Program Quality for Dual Language Learners in Early Ed- Blog post</i></p> <p><a href="https://www.newamerica.org/education-policy/edcentral/dll-data-gaps-3/">https://www.newamerica.org/education-policy/edcentral/dll-data-gaps-3/</a></p>	<p><b><u>New America</u></b></p> <p><i>Supporting Early Learning in America</i></p> <p><i>Policies for a New Decade</i></p> <p>Paper outlines eight policy recommendations for accelerating progress of young dual language learners</p> <p><a href="https://www.newamerica.org/education-policy/reports/supporting-early-learning-america/">https://www.newamerica.org/education-policy/reports/supporting-early-learning-america/</a></p> <p><b><u>Migration Policy Institute</u></b></p> <p><i>Growing Superdiversity among Young U.S. Dual Language Learners and Its Implications (*)</i></p> <p>This report explores the superdiversity within the DLL population at the national, state, and local level.</p> <p><a href="https://www.migrationpolicy.org/research/growing-superdiversity-among-young-us-dual-language-learners-and-its-implications">https://www.migrationpolicy.org/research/growing-superdiversity-among-young-us-dual-language-learners-and-its-implications</a></p>

(\*)Indicates resource that can be used for more than one competency or competency areas.

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	<p>of multilingual children and identifies evidence-based practices to be used with these young children and their families</p> <p>Integrates own knowledge, strengths and talents related to language and culture into practices in the early childhood setting.</p>				
<p><b>PPD5</b> Engages in ongoing, proactive work to dismantle biases and prejudices in programs and the larger professional community.</p>	<p>Acknowledges own personal biases and their impact on professional practices including interactions with families.</p> <p>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.</p> <p>Reflects on and applies knowledge about negative effects of prejudice, stereotyping and discrimination on teaching and learning.</p>		<p><b><u>Karen Nemeth</u></b> Webinar Nurturing bilingual infants and toddlers <i>Considering impact of policies on practices</i> <b>12:00-17:50</b> <a href="https://register.gotowebinar.com/register/1965285047696831490">https://register.gotowebinar.com/register/1965285047696831490</a></p>		<p><b><u>Foundation for Child Development</u></b> Pre-K-3rd Policy into Action Brief Linda Espinosa (2013) <i>Updated literature review: Myths About Dual Language Development PK-3rd</i> <a href="https://www.fcd-us.org/assets/2016/04/Challenging-Common-Myths-Update.pdf">https://www.fcd-us.org/assets/2016/04/Challenging-Common-Myths-Update.pdf</a></p> <p><b><u>New America</u></b> 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.</p>

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	Advocates for the rights of multilingual children as provided by federal and state laws.				<p><a href="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.b6f98ba325b349de9326081842d8af75.pdf">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.b6f98ba325b349de9326081842d8af75.pdf</a></p> <p><b><u>National Institute of Early Education Research</u></b> [NIEER] Nores, M. Friedman Krauss, A. (&amp;) Frede, E. (2018). <i>Opportunities (&amp;) Policies for Young Dual Language Learners</i>. <a href="http://nieer.org/wp-content/uploads/2018/07/Policy-facts-DLLs_July2018.pdf">http://nieer.org/wp-content/uploads/2018/07/Policy-facts-DLLs_July2018.pdf</a></p> <p><b><u>Build Initiative</u></b> Espinoza, L. (&amp;) Calderón, M. (2015). <i>State early learning and development standards/guidelines, policies, and related practices: How are they responsive to the needs of young dual language learners?</i> <a href="http://buildinitiative.org/Portals/0/Uploads/Documents/BuildDLLReport2015.pdf">http://buildinitiative.org/Portals/0/Uploads/Documents/BuildDLLReport2015.pdf</a></p>

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<b>PPD6</b> Manages interpretation/translation responsibilities of staff based on their skills and family needs in an ethical manner reflective of individual skills.	<p>Articulates role of the interpreter/translator/cultural broker clearly.</p> <p>Describes the types of interpretation/ translation that are required for particular interactions while considering family needs and wishes.</p> <p>-Assigns Interpreters/translators based on talents and abilities.</p> <p>-Manages team interactions with interpreters/translators/cultural brokers.</p> <p>-Advocates for compensation for interpreters/translators/cultural brokers</p> <p>-Evaluates effectiveness of interpreter/Translator/cultural/brokers.</p>	<p><b><u>North Clackamas Schools</u></b> Using an interpreter while conducting an IEP meeting Short video of do and don'ts. <a href="https://www.youtube.com/watch?v=sqbTPs8o9iA">https://www.youtube.com/watch?v=sqbTPs8o9iA</a></p>		<p><b><u>Early Childhood Learning and Knowledge Center-Spanish/English Glossary</u></b> <a href="https://eclkc.ohs.acf.hhs.gov/culture-language/article/head-start-bilingual-glossary">https://eclkc.ohs.acf.hhs.gov/culture-language/article/head-start-bilingual-glossary</a></p> <p><b><u>Language Castle</u></b> <i>Tips on translating materials</i> <a href="http://www.languagecastle.com/2016/09/top-tips-translating-materials-multilingual-preschool/">http://www.languagecastle.com/2016/09/top-tips-translating-materials-multilingual-preschool/</a></p> <p><b><u>American Speech and Hearing Association</u></b> <i>Collaborating with Interpreters</i> 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. <a href="https://www.asha.org/PRPSpecificTopic.aspx?folderid=8589935334(&amp;)section=Key_Issues">https://www.asha.org/PRPSpecificTopic.aspx?folderid=8589935334(&amp;)section=Key_Issues</a></p>	

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				<a href="http://www.resourcingparents.nsw.gov.au/ContentFiles/Files/diversity-in-practice-tipsheet-4.pdf">http://www.resourcingparents.nsw.gov.au/ContentFiles/Files/diversity-in-practice-tipsheet-4.pdf</a>	

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