Dual Language Learner Teacher Competencies (DLLTC) Report

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Table of Contents

Acknowledgement

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Acknowledgement

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Dual Language Learner Teacher Competencies (DLLTC) Report

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Dual Language Learner Teacher Competencies (DLLTC)

It is a well-recognized tenet of education that the skills, abilities and personal dispositions of a teacher are important contributors to a child's educational success.

As the Dual Language Learner (DLL) population increases, teachers with and without knowledge of a child's first language and culture are faced with how best to effectively interact with and educate a rapidly growing segment of the child population. Teachers' knowledge of first and second language acquisition, the role of culture in learning, and, very importantly, the role of language for a child's healthy socioemotional functioning are key components influencing teacher behavior. How effective teachers are with Dual Language Learners has enormous implications not only for the educational progression of Dual Language children but also for the broader economic well-being of the community.

In 2011, the California Department of Education (CDE) released a set of teacher competencies for working with 3 and 4 year-old children (CDE, 2011). These competencies contain general guidance relevant to the instruction of young Dual Language Learners from different vantage points (e.g., teachers, program directors). The Dual Language Learner Teacher Competencies (DLLTC) presented here are distinct from the state's competencies in that they consider the complexity of the teacher workforce working directly with children across a number of specific factors, including language capacity of the teacher – that is, the ability to speak the language of the child – cultural competence with the culture of the child, and experience teaching young DLL children. Compared to the Dual Language Learner component of the California Early Childhood Educator (ECE) Competencies developed by CDE, the DLLTC effort

is more specific to the broad variability of teacher characteristics across their developing capabilities. By differentiating teacher competencies by language, culture and years of experience, it becomes possible to illustrate how teachers with different capabilities are able to be effective with DLL populations. Moreover, this approach demonstrates how teachers who possess bilingual and bicultural competencies are better positioned to optimize the learning of DLL children, facilitate relationships between the school and home, and access the resources of the broader community in which they work. However, the DLLTC can be viewed as a complement to the state's version as they detail specifically the expectations for teacher performance based on a particular teacher's knowledge of a child's first language, general acculturative status relative to the children and families they serve, and amount of experience working with Dual Language Learners.

As has been documented by Whitebook, Kipnis, and Bellm (2008), California's early childhood workforce is culturally and linguistically diverse with a broad range of formal education. CDE's present competencies consider this diversity by addressing the early childhood workforce as it currently exists. With the increasing presence of Dual Language Learners in early childhood education programs and the disparity seen in their educational progress (Garcia & Jensen, 2009), there is an urgent need for the development of well-articulated teacher competencies that target the unique needs of both teachers and the children they serve. The DLL teacher competencies are valuable in a number of ways. Teacher competencies described by

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differentiated teacher profiles provide a broader view of the growth trajectory of teacher development with respect to working with Dual Language Learners and can be useful in setting realistic expectations for teachers with different background characteristics.

The DLL teacher competencies can also assist with the design of professional development efforts by recognizing that one size does not fit all. This differentiated approach can also help with the development of individual educational plans for teachers wishing to improve their knowledge and skills in working with Dual Language Learners. Finally, the present teacher competencies not only detail capabilities relevant to the development of language and literacy, but also specify teaching behaviors relevant to the enhancement of socioemotional functioning. This latter area of development underpins

the learning experience for young children and can be directly connected to later cognitive achievement (Raver & Knitzer, 2002). For Dual Language Learners, the socioemotional domain is particularly critical in understanding the relational and contextual environment needed to support DLL children's first language and culture and their positive social adjustment including identity formation. This set of teacher competencies that promote positive socioemotional development in young DLL children is the first of its kind in the nation.

DUAL LANGUAGE LEARNERS IN LOS ANGELES COUNTY

Dual Language Learners (DLLs) are "children learning two (or more) languages at the same time, as well as those learning a second language while continuing to develop their first (or home) language" (Office of Head Start, 2008). In California, DLLs constitute a growing segment of the school-age population. In 2009, 36% of California's kindergarten children were identified as Dual Language Learners and that number is likely to increase (CDE Dataquest, 2010). There are 50 languages spoken by DLLs in California, with Spanish as the most common language followed by Vietnamese, Filipino, and Cantonese.

The Los Angeles Unified School District (LAUSD) can be used as an exemplar of the DLL population in Los Angeles County. LAUSD's early learning programs serve approximately 38,000 children from birth to five years old, and of this number 64% come from homes where Spanish is the first language. In the 2009-10 school year, 43% of all incoming kindergarten children in LAUSD were classified as English Language Learners (ELL)[1]. According to the California Department of Education, during the 2009-2010 school year, kindergarten enrollment was estimated at almost 471,000 students with 36% described as English Language Learners (CDE Dataquest, 2010).

An important correlate of dual language status is a child's socioeconomic standing. The majority of Dual Language Learners in Los Angeles County are children of immigrants whose parents work in low-income jobs, and so they experience a lack of material resources that may have a direct bearing on the psycho-social supports necessary for their school success. Research is very clear that poverty can place a child at risk for academic and socioemotional difficulties (Brooks-Gunn&Duncan, 1997; Cooper, Masi, & Vick, 2009).[2]

Socioeconomic status has also been linked to differential levels of language stimulation to young children by their parents (Arriaga, et al., 1998; Hart&Risley, 1995; Hoff, 2003). In general, it has been found that children in low-income households experience lower rates of language directed to them by their parents and this, in turn, may be linked to language development. Although much of what we know about socioeconomic status and language development does not specifically focus on families who do not speak English, a relevant study that contained a large proportion of DLL children found a similar relationship. The Universal Preschool Child

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1 - This report utilizes Dual Language Learner (DLL) and English Language Learner (ELL) interchangeably.

2 - In 2010, the federal poverty rate for families in Los Angeles County was 12.5%. However, for households living below 200 percent of federal poverty guidelines was 37.6% (laane.org, 2010).

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Outcomes Study (UPCOS) study of Los Angeles Universal Preschool children who primarily came from low-income households found lower rates of verbal expressivity among all children including English Language Learners (First 5 LA, 2007).

Consideration of the interplay of the broader socioeconomic context with child learning is an important element of teacher understanding. Because the majority of young Dual Language Learners in Los Angeles can be classified as low-income, they may experience fewer learning opportunities in their homes and communities, encounter lower quality schools with less-prepared teachers, and have limited access to social services (Ballantyne, et al., 2008). It is within this reality that many teachers of young Dual Language Learners must function and deliver linguistically and culturally appropriate instruction that prepares children to enter kindergarten prepared to succeed in a mainstream classroom environment.

CALIFORNIA'S ECE WORKFORCE

A number of studies demonstrate the crucial role preschool and early education teachers play in the development of children (Espinosa, 2010). The

knowledge and skills a teacher brings into the preschool setting contributes to the overall educational well-being of the children with whom they come into contact, but a teacher's ability to accommodate Dual Language Learners may be particularly important for this population. Thus, the teacher is an important element of quality education for young children. However, what do we know about the workforce in California and in Los Angeles County specifically?

A 2006 study of the ECE workforce revealed that approximately 130,000 people care for children under the age of five in California; in Los Angeles County alone this number is 36,310 (Whitebook et al., 2006). This includes teachers, assistant teachers, center directors, and family child care home providers. Notably, family day care home providers (43% in California and 61% in Los Angeles County) and assistant teachers (49% in California and 59% in Los Angeles County) are more likely to be able to communicate with children and their families in a language other than English. After English, Spanish is the second most commonly spoken language in these early childhood settings. Approximately 31.7% of LA County licensed family child-care providers are fluent in Spanish and English (Whitebook et al., 2006).

Currently in the state of California, the minimum requirements for preschool teachers mandate that they meet either Title 22, Department of Social Services teacher requirement of 12 semester units of education or the Title V, California Department of Education requirement that includes the attainment of a Child Development Teacher Permit and either 24 semester units in Early Care and Education (ECE) or Child Development(CD), 16 units in general education, and a minimum of 525 hours of relevant fieldwork within four years of working in a child development center. Preschool teachers can also meet state requirements by attaining an Associate of Arts degree or higher in Early Childhood Education (ECE) or Child Development (CD) with three semester units of supervised field experience in an ECE or CD setting (State of CA, 2010). Overall, of licensed family child-care providers with an associate degree or higher, 34% of statewide and 39% of Los Angeles County early childhood personnel have a degree related to ECE; in center-based settings, the percentage of teachers who hold a BA degree or higher related to ECE increases to 64% statewide and 76% in Los Angeles County (Whitebook et al., 2006).

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However, there are no specific state requirements for preschool teachers working with Dual Language Learners and their families, and only a limited number of ECE educators have received relevant training and/or coursework. Statewide, only 45.9% of child care centers have at least one teacher who has participated in non-credit training and 36.4% with relevant college coursework. The percentage of trained licensed providers is even lower. Statewide, licensed providers have either participated in noncredit training (12%) or college coursework (7%) related to dual language learning.

In Los Angeles County 18% of licensed providers have received non-credit training and 15% have completed college coursework related to DLLs. (Whitebook et al., 2006)[3]. Given the high concentration of DLL children in these ECE settings, it is clear that there are not enough preschool teachers or childcare providers who are properly trained to work with DLLs.

THE CONTEXT OF DUAL LANGUAGE POLICY

Understanding language development in populations whose first language is not English is fraught with a number of socio-political overtones that need to be recognized. As an "English only" state, California has placed defined limits on the use of a child's first language in instruction from kindergarten through 12th grade. Proposition 227, passed by California voters in 1998, requires that children who do not speak English be placed in special one-year programs where instruction must be "overwhelming in English." Under the law, parents can request a waiver from this approach. Although programs that serve children from birth to age 5 are not bound by Proposition 227, the fact that children enter primarily "English Only" kindergarten and public school classrooms pressures early educators and parents to move children to English as soon as possible. This pressure is reflected in California's Preschool Foundations for English Learners and the accompanying Curricular Framework, which are structured to acknowledge and initially support a child's first language but have the ultimate goal of developing English and not maintain the first language to any demonstrable degree.

In spite of prevailing myths that bilingualism is detrimental to children's development (Espinosa, 2008), recent brain research indicates that bilingualism promotes greater intellectual/cognitive flexibility and academic achievement over time (Bialystok, 2011). Moreover, bilingual children demonstrate better communicative capacities (Petitto, 2009) and show greater cohesion across generations and across cultural/linguistic groups resulting in healthier self-esteem, cultural identity, pride, and strengthened positive regard for their culture and heritage (Oh&Fuligni, 2010). Moreover, in our increasingly global economic environment, bilingualism may enhance employment opportunities (Portes&Rumbaut, 2001).

There is a tendency within behavioral science to employ a universalistic principle of development that maintains that if a particular pedagogical approach

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3 - In the 2006 study by Whitebook, et al., 1,155 Los Angeles County providers self-reported their participation in noncredit training and college coursework on dual language learners. The specific ELL topics covered in these particular courses or non-credited trainings are unknown.

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works for mainstream children (i.e., monolingual English speakers), it must work for DLLs (Gutierrez, Zepeda, & Castro, 2010). Within the realm of early childhood, the universalistic principle translates into the idea that what is "good quality" for children will be effective for DLLs and no modifications are necessary. However, it is becoming increasingly clear that although DLLs will benefit from good quality practice, they require specialized pedagogical accommodations to enhance their learning (Castro, Paez, Dickinson, & Frede, 2011; Espinosa, 2005; Goldenberg, 2008)

THE ROLE OF CULTURE IN LANGUAGE DEVELOPMENT

The culture in which a language is embedded plays a central role in a child's language development. This occurs in two main ways. First, through exposure to the language itself, the developing child becomes familiar with the sounds, structure and patterning of words that characterize their particular language. This first aspect is what often garners attention in pedagogical discussions of second language acquisition. However, a second aspect of language learning that is equally important is the circumstance of its use within its particular socio-cultural context. This is

called "pragmatics" and refers to how language is used in a variety of ways, including how it is used to meet a person's needs, to regulate behavior, and in social interaction (Saville-Troike, 2006).

How, when, and where language is used is influenced by a culture's values and beliefs, reflects culture's rules, and is reflected in how parents use language with their young children. Most learning, both social and cognitive, takes place through interactions with others within cultural contexts, and language is often the medium for the social interactions that are critical for learning. Because languages convey important cultural cues, acquiring language is an act of "becoming a person" and a member of a particular society (Shatz, 1994). Therefore, in order to understand language development in DLLs, consideration needs to be given not only to those components of language that stress the sound system and word structure but also how a child's culture interacts with language development to form expectations for communicative behavior.

CORE PRINCIPLES

The development of teacher competencies for DLLs is premised on a set of core principles that shape this work. The following describes these core principles.

1. Children have the right to receive a high quality, linguistically and culturally competent education.

Each child deserves an education that is rigorous, challenging, and supportive of their developmental, cultural, and linguistic needs. "Our nation's future prosperity and security begins with the well-being of all our children" (Center on the Developing Child at Harvard University, 2007). This begins by developing critical thinking skills in our youngest learners through high quality, linguistically and culturally competent education, laying the foundation for future academic success. The California Master Plan for Education includes a recommendation that the State ensure that schools provide students with a curriculum that includes the knowledge, skills, and experiences to enable them to attain mastery of oral and written expression in English and that establish a foundation for future mastery of a second language by the end of elementary school and attainment of oral proficiency and full literacy in both English and at least one other language by the end of secondary school (2002).

"Our nation's future prosperity and security begins with the well-being of all our children."

2. Knowing more than one language benefits an individual's cognitive, social, and emotional development.

In order to perform in a global community, children in Los Angeles County must develop multilingual proficiency and cultural expertise beginning at an early age (National Research Council, 2007). Research demonstrates that children who know more than one language have higher performance in both reading and mathematics (Zelasko&Antunez, 2000). Thus, strengthening Dual Language Learners' development in both languages, as well as promoting foreign language acquisition with monolingual children, will benefit the individual child and society. To support this development, teachers should learn about their children's cultures and languages and incorporate them within early childhood curriculum. Seeking resources that authentically promote and support multilingualism and multiculturalism brings awareness and appreciation to all children within the classroom.

3. The development of the first language is critical in the development of the second language.

When learning a second language, children need the opportunity to continue development of their first language, to facilitate the transfer of skills between the first and second language. Educational neuroscience research proves that educating a child in more than one language at once will not interrupt or hinder their "normal" development (Petitto& Dunbar, 2004). In fact, children are primed for language acquisition and are capable of developing a mastery of multiple languages the earlier the languages are introduced. Children also gain a deeper understanding of material when they receive instruction in their first language, followed by the presentation of content in the second language (Howard et al., 2007). Learning in both their first and second languages equips children to acquire vocabulary and the meaning of concepts in both languages.

4. The socioemotional development of young children is central for language learning.

Children must receive support and validation as they acquire a new language and continue to develop their first language. Teachers that provide open, welcoming opportunities for children to practice both languages contribute to children's confidence in their language abilities and positive views of self. The Office of Head Start's report on effective practices for Dual Language Learners confirms, "Language connects with the child's heart and lays the foundation for emotional well-being. The language that signals this earliest connection is the home language of the family and the cultural community" (Sanchez, 2005). The early childhood setting should be a place for learning language and provide all children with appropriate cultural and linguistic exchanges.

5. Family engagement and involvement contribute to positive child outcomes, positive home interactions, and increased student success.

Parents and family members who have active roles in their child's education contribute to their academic preparation and increased level of achievement in school (Reynolds&Clements, 2005). Teachers must value and respect families' backgrounds and knowledge, emphasizing what each family member can contribute to their child's education. Understanding and collaboration amongst families and teachers leads to a strong support system in which continuity of values, practices, and learning is maintained between the home and school environments. When children view their parents' regular involvement in their early education setting, it reinforces the connection between school and

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home, demonstrating that school is valued by the whole family (Kellaghan et al, 1993) In addition to improving children's achievement within early childhood education, family involvement leads to healthier communication at home and positive development of relationships.

6. Effective teaching for Dual Language Learners is founded on a strength-based approach to learning. The learner is perceived as possessing assets that positively contribute to his or her development.

There are proven cognitive advantages of dual language learning, such as greater mental flexibility and mathematics achievement (Petitto et al., 2004; Howard et al., 2007). An effective teacher recognizes the strengths of all children and draws upon these attributes. Regardless of a child's level of language mastery, the teacher's approach to working with them should be founded on a strength-based approach, not a deficit approach. Viewing learners as intelligent, capable, and ready to learn demonstrates to children that the teacher acknowledges their ability to succeed. This validates children's dual language learning as a positive development and positions them for fully engaging in the learning process.

7. Reflective practice is a central component of teacher preparation and ongoing development.

Professional development that is well-designed, intentional, and integrated in professional learning communities has the power to greatly impact school readiness and improve teaching practice (Wei et al., 2010). To remain up to date on current research and policies, early childhood educators must seek new information and integrate these approaches into their daily work with children and families. This requires teachers to critically examine their current teaching practices to determine areas that can be improved, including ways of engaging children and effectively teaching concepts. Further, "a key to school improvement is shared responsibility for results….what teachers do in their classrooms must be continuously shared, documented, and discussed" (Shore, 2009). Reflective practice should be adopted by early childhood programs as a whole and administrators need to be mindful of its importance in ongoing professional development.

SELECTION OF DOMAINS

Although four domains were originally planned in the development of these competencies (e.g., language and literacy, socioemotional, assessment, and family engagement), given the complexity of the endeavor and the available resources, we could only address those areas we felt represented the most pressing domains for direct pedagogical practice. We chose the domains of language and literacy and socioemotional development for this first effort and hope to develop the domains of assessment and family engagement at a later date.

OVERALL CONCEPTUAL FRAMEWORK OF THE DLL COMPETENCIES

Teacher competencies are defined as the knowledge, skills, and dispositions needed by teachers to effectively interact with and instruct young children. Specifically, knowledge refers to the understanding of the content of a particular subject for use in teaching, and skills refer to specific pedagogical practices or strategies employed in the delivery of content. Dispositions refer to teacher attitudes and reactions in their day-to-day interactions. Katz and Rath

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define dispositions as "attributed characteristics of a teacher, one that summarizes the trend of a teacher's actions in a particular context" (Katz&Rath, 1985). The National Council on Accreditation of Teacher Education (NCATE) defines dispositions as "values, commitments and professional ethics that influence behavior towards, students, colleagues and communities and affect student learning, motivation and development as well as the educator's own professional growth" (NCATE, 2006). Within dispositions, a teacher's awareness and attitudes towards cultural diversity play a role. In the development of the DLLTC it was determined that dispositions are foundational to a teacher's understanding of pedagogy and support the development of skills and abilities. Therefore, it was decided that dispositions would not be singled out for each component. Because the role of dispositions is so important to the ability of a teacher to be effective with young DLL, a separate section was developed that discusses the significance of dispositions for working with Dual Language Learners.

In Dr. Atencio's paper, five dispositions are described that are key for the provision of culturally responsive teaching. Briefly, they are:

1. Establish an ongoing commitment to building one's competency and knowledge level about teaching young DLLs.

2. Maintain a commitment toward developing cultural responsiveness in the teaching of children from diverse linguistic and cultural backgrounds.

3. Develop and sustain a consciousness of the broader social realities confronting DLL populations and maintain a commitment to care for, support, and nurture young learners and their families in their natural linguistic and cultural realities.

4. Develop and sustain a high tolerance for ambiguity while balancing competing priorities.

5. Advocate for what is in the best interest of the DLL children and families.

For the effective instruction of young DLLs, not only do the traditional areas of knowledge, skills, and dispositions need consideration, but also the degree of the teacher's language capability in English and another language. Although it is ideal for young DLLs

to have an adult in the early childhood setting who is able to communicate with them in their first language, often this is not the case.

The DLLTC posits that teachers regardless of their backgrounds have the potential to become effective teachers of young DLL children. The DLLTC provides guidance for teachers with varying background characteristics including monolingual English-speaking teachers, teachers who are bilingual but not bicultural, and teachers who are both bilingual and bicultural. Each category of teachers possesses unique skills and abilities that they bring to their work with DLLs, and the DLLTC addresses these three categories of teachers. Finally, the DLLTC is constructed on the assumption that a teacher's experience and reflection on their practice will deepen their knowledge and skills.

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COMPETENCIES MATRIX

Teacher competencies are presented in two performance domains:(1) language and literacy and (2) socioemotional development. The domain of language and literacy is organized into three component areas and the domain of socioemotional development is organized into six component areas.

LANGUAGE AND LITERACY

Teachers, whether they are bilingual or monolingual, must be familiar with both how language and literacy development occurs in general for all children (i.e., universal) and how language development occurs when young children are exposed to two languages. Over the long term, children's ability to speak two languages will benefit them through increased cognitive flexibility, increased comprehension of vocabulary, better self-regulation, and appreciation of cultural differences (Espinosa, 2008 & Bialystok, 2011).

Although high quality instructional strategies are important for all teachers to utilize with all children, teachers must develop new knowledge and skills and become familiar with instructional strategies that accommodate the specific needs of DLLs. The teacher

competencies in the area of Language and Literacy are presented in the following three components:

A. Demonstrates knowledge of milestones and processes of first language development (e.g., receptive period, first words, two word phrases, productive speech, etc.) and second language acquisition (e.g., quiet period, telegraphic speech) including how culture relates to communication.

B. Demonstrates knowledge of literacy development in child's first language and English (e.g., listening comprehension, oral language expression, phonemic awareness, alphabetic knowledge, concepts of print, and writing) and how culture influences literacy development.

C. Demonstrates knowledge of the cognitive and social benefits of bilingualism and biculturalism (e.g., greater brain complexity, cognitive flexibility, healthy ethnic identity, tolerance for diversity, future economic advantage).

SOCIOEMOTIONAL DEVELOPMENT

Children's socioemotional development is critical to their well-being. Socioemotional development is related to children's ability to regulate themselves and respond to others. Healthy socioemotional functioning is also linked to later cognitive development. For DLLs, their first language is closely tied to the values and beliefs associated with their home culture. Thus, children's first language is key to how they learn about themselves and form the foundation for how they will perceive and integrate their second language and culture. Teachers, whether they are bilingual or monolingual, should be familiar with similarities and difference reflected in both the home culture and the mainstream American culture. Examples of cultural distinctions include specific values that may influence language development. Further, teachers should understand how children feel as they move through the stages of second language acquisition.

Understanding the role of families in the lives of young DLLs is very important in bridging the differences that exist between the home and the early education setting, as is understanding the wider socio-cultural context in which the families operate. All these aspects of a

"Teacher competencies are presented in two performance domains: (1) language and literacy and (2) socioemotional development."

particular child's culture are backdrops to appropriate teaching strategies that are inclusive and enhance socioemotional development.

The teacher competencies in the area of Socioemotional are presented in the following components.

A. Demonstrates knowledge of how socioemotional development is influenced by the interrelationship of a child's first language and culture.

B. Demonstrates knowledge of the importance of teacher-child relationships in promoting positive socioemotional climate for DLLs.

C. Demonstrates knowledge of the importance of socioemotional development and its relationship to the stages of second language acquisition. These stages are: (1) use of first language, (2) quiet stage, (3) telegraphic/formulaic speech, (4) productive speech.

D. Demonstrates knowledge of the strategies that promote equitable social interactions related to language and cultural differences (e.g., provide language models that prevent language loss, demonstrate a respect for bilingualism and different cultural priorities, incorporates the strengths of the family culture).

E. Demonstrates knowledge of the importance of teacher/parent relationships for the positive socioemotional development of DLLs.

In each component area, teachers are categorized by three general characteristics: (1) language ability, (2) cultural competency, and (3) level of experience. The following definitions were used in conceptualizing the matrices.

LANGUAGE ABILITY -
Refers to the ability to speak the child's first language and English.

- **Monolingual:** Teacher speaks and understands English but not the child's first language.

- **Bilingual:** Teacher speaks both the child's first language and English, but is not literate in the child's first language.

- **Biliterate:** Teacher is literate in both the child's first language and English.

CULTURAL COMPETENCY -
Refers to U.S. culture and the home culture.

- **Monocultural:** Teacher is knowledgeable about U.S. culture.

- **Bicultural:** Teacher is knowledgeable about U.S. culture and the child's home culture.

LEVELS OF TEACHER EXPERIENCE –
Refers to experience, education and responsibility within the classroom and with colleagues.

For the purpose of the DLLTC, we presume that the teacher meets the educational qualifications for the position that he/she holds. While more education does

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not necessarily equate with more effective teaching, we acknowledge that higher educational preparation (AA, BA, MA) and professional development should contribute to more effective teaching. Facilitated by their educational preparation, all teachers go through a developmental progression that we characterize as ranging from a beginning understanding and skill level to an advanced level of pedagogical knowledge and ability.

- **Experience:** Is informed by developmental levels of teachers in working with DLLs and includes how long the teachers have worked in an early childhood setting and their familiarity working with Dual Language Learners.

  › Beginning teachers are becoming aware of cultural and linguistic differences in their practices necessary to serve DLLs.

  › Developing teachers are expanding their knowledge and use of their practices necessary to serve DLLs.

  › Advanced teachers continue to expand their knowledge and consistently model best practices for serving DLLs.

- **Responsibility:** Responsibilities will vary depending on the teachers' years of experience and education.

  › Beginning teachers will likely be responsible primarily for their individual classrooms but benefit from coaching and mentoring by advanced teachers in most areas, including curriculum planning, working with parents, and classroom management.

  › Developing teachers are responsible for their individual classrooms and require less support and coaching from advanced teachers. They are more familiar and confident with procedures and planning for the learning and teaching environment and working with families.

  › Advanced teachers are responsible for their individual classrooms and provide support to beginning and developing teachers as "mentors." They are often called upon to take on or lead special projects within the program and with parents (such as organizing parent training, overseeing accreditation, etc.).

It should be noted that competencies are cumulative and as teachers acquire more experience, their competencies build upon previous competencies. As such, advanced teachers should be able to demonstrate competencies from earlier stages within their category (e.g., monolingual/monocultural). Also, biliterate/bicultural teachers should be able to demonstrate the competencies shown by all other teachers in their experience level (i.e., monolingual/monocultural, bilingual/monocultural). It is understood that early educators may be in different levels simultaneously depending upon the first languages of the children and families that they serve.

All but a few teachers will likely find themselves at different levels and stages of development as they work with children and families from multiple linguistic and cultural backgrounds. Therefore, it is possible for an early educator to be in a more advanced stage for one language group (i.e., Spanish) and less advanced for another language group (i.e., Hmong). However, the developers of the DLLTC ascribe to the notion that early educators who are higher in one area would transfer their knowledge and skills to the development of competencies in working with children and families with whose language and culture they are not as familiar.

"Facilitated by their educational preparation, all teachers go through a developmental progression that we characterize as ranging from a beginning understanding and skill level to an advanced level of pedagogical knowledge and ability."

The following graphics illustrate how the Dual Language Learner Teacher Competencies (DLLTC) are divided by language ability, cultural competency, and level of teacher experience. Note that the domain of language and literacy is differentiated by six language capabilities and acculturative statuses whereas the domain of socioemotional development contains three. This is because the knowledge and skills needed for language and literacy entail more fine-grained descriptions due to the contribution of literacy skills. Each component within each domain details expectations for knowledge and skills and provides indicators for each.

PERFORMANCE DOMAIN: Language and Literacy

	Monolingual		Bilingual		Biliterate	
	Monocultural	**Bicultural**	**Monocultural**	**Bicultural**	**Monocultural**	**Bicultural**
BEGINNING	Skills:	Skills:	Skills:	Skills:	Skills:	Skills:
	Indicators:	Indicators:	Indicators:	Indicators:	Indicators:	Indicators:

PERFORMANCE DOMAIN: Socioemotional

	Monolingual	Bilingual	Bilingual
	Monocultural	Monocultural	Bicultural
BEGINNING	Skills:	Skills:	Skills:
	Indicators:	Indicators:	Indicators:

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PERFORMANCE DOMAIN:

Language & Literacy

COMPONENT A: Demonstrates knowledge of milestones and processes of first language development (e.g., receptive period, first words, two word phrases, productive speech, etc.) and second language acquisition (e.g., quiet period, telegraphic speech) including how culture relates to communication.

COMPONENT B: Demonstrates knowledge of literacy development in child's first language and English (e.g., listening comprehension, oral language expression, phonemic awareness, alphabetic knowledge, concepts of print, and writing) and how culture influences literacy development.

COMPONENT C: Demonstrates knowledge of the cognitive and social benefits of bilingualism and biculturalism (e.g., greater brain complexity, cognitive flexibility, healthy ethnic identity, tolerance for diversity, future economic advantage).

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PERFORMANCE DOMAIN: Language and Literacy

COMPONENT A: Demonstrates knowledge of milestones and processes of first language development (e.g., receptive period, first words, two word phrases, productive speech, etc.) and second language acquisition (e.g., quiet period, telegraphic speech) including how culture relates to communication.

LANGUAGE & LITERACY -A-

BEGINNING

Monolingual		Bilingual		Biliterate	
Monocultural	**Bicultural**	**Monocultural**	**Bicultural**	**Monocultural**	**Bicultural**
Skills: • Demonstrates a basic understanding of language milestones while interacting with children. • Demonstrates a beginning familiarity of the stages of second language acquisition while interacting with children.	**Skills:** • Demonstrates a basic understanding of language milestones while interacting with children. • Demonstrates a beginning familiarity of the stages of second language acquisition while interacting with children. • In interactions with children and families, shows a beginning understanding of how culture influences communication (e.g., eye contact, use of proper names, etc.).	**Skills:** • Demonstrates a basic understanding of language milestones while interacting with children. • Demonstrates a beginning familiarity of the stages of second language acquisition while interacting with children. • In interactions with children and families, shows a beginning understanding of how culture influences communication (e.g., eye contact, use of proper names, etc.).	**Skills:** • Demonstrates a basic understanding of language milestones while interacting with children. • Demonstrates a beginning familiarity of the stages of second language acquisition while interacting with children. • In interactions with children and families, shows a beginning understanding of how culture influences communication (e.g., eye contact, use of proper names, etc.).	**Skills:** • Demonstrates a basic understanding of language milestones while interacting with children. • Demonstrates a beginning familiarity of the stages of second language acquisition while interacting with children. • In interactions with children and families, shows a beginning understanding of how culture influences communication (e.g., eye contact, use of proper names, etc.).	**Skills:** • Demonstrates a basic understanding of language milestones while interacting with children. • Demonstrates a beginning familiarity of the stages of second language acquisition while interacting with children. • In interactions with children and families, shows a beginning understanding of how culture influences communication (e.g., eye contact, use of proper names, etc.).
Indicators: • Uses some of the following strategies with DLL children: modeling good listening skills; repeating common phrases slowly and clearly; allowing for wait time and voluntary participation. • Learning to pronounce the child's name, organizing the classroom with linguistically and culturally appropriate materials, and learning how to say hello and goodbye in the child's first language. • When interacting in small groups, supports the receptive language development of DLLs through the use of gestures, props, and the repetition of key words in the children's first language and English. • Asks for translation help from others in order to respond to the needs of DLL children.	**Indicators:** • Learns and uses culturally appropriate phrases in the child's first language (e.g., can I help you, are you ok) • Uses cultural endearments with the child (e.g., family nickname, expressions that signal affirmation such as "Que bien" (very good); di-di, ni hao bun! (Little brother, you did great.).	**Indicators:** • Uses appropriate greetings towards children and families in the first language that are appropriate for age and status. • Creates opportunities for children to communicate with each other using names, basic gestures and high function words. • When the DLL child mixes languages, repeats the phrase in the language the child is attempting to speak.	**Indicators:** • Uses knowledge of the child's culture to help the child learn new vocabulary (e.g., reads a folktale about the child's home culture in the child's first language). • Begins to help child notice that there are features of communication (e.g., eye contact, use of proper names, wait time) that are different and helps them to practice the new behaviors.	**Indicators:** • Identifies and emphasizes key words in the child's first language during a math lesson (e.g., size, quantity of objects). • Reads books with repeating phrases in the child's first language to support first language development and in English to encourage receptive language. • Takes dictation from child to collect "favorite phrases" and reads stories in the child's first or second language.	**Indicators:** • Begins to model culturally and linguistically appropriate behavior for greeting and departing. • Reads a book about the child's heritage in the child's first language and asks questions about it. • Discusses with parents how they can promote first language development (e.g., asking questions, descriptive vocabulary and extended two-way conversation).

LANGUAGE & LITERACY -A-

DEVELOPING

Monolingual		Bilingual		Biliterate	
Monocultural	**Bicultural**	**Monocultural**	**Bicultural**	**Monocultural**	**Bicultural**
Skills: • Demonstrates a growing understanding of language milestones and processes in the first language and English. • Is able to identify the different stages of second language development in individual DLL children. • Demonstrates growing abilities to verbally stimulate conversation with DLL children using English. • In interactions with children and families, shows a growing awareness of how culture influences communication (e.g., eye contact, use of proper names, etc.).	**Skills:** • Demonstrates a growing understanding of language milestones and processes in the first language and English. • Is able to identify the different stages of second language development in individual DLL children. • Demonstrates growing abilities to verbally stimulate conversation with DLLs using English. • In interactions with children and families, shows growing familiarity with how culture influences communication (e.g., eye contact, use of proper names, etc.).	**Skills:** • Demonstrates a growing understanding of language milestones and processes in the first language and English. • Is able to identify the different stages of second language development in individual DLL children. • Uses both languages in interactions with children.	**Skills:** • Demonstrates a growing understanding of language milestones and processes in the first language and English. • Is able to identify the different stages of second language development in individual DLL children. • Uses both languages in interactions with children. • In interactions with children and families, shows growing familiarity with how culture influences communication (e.g., eye contact, use of proper names, etc.).	**Skills:** • Demonstrates a growing understanding of language milestones and processes in the first language and English. • Is able to identify the different stages of second language development in individual DLL children. • Uses both languages while interacting with children. • Utilizes written information in the first language to assist instruction.	**Skills:** • Demonstrates a growing understanding of language milestones and processes in the first language and English. • Is able to identify the different stages of second language development in individual DLL children. • Uses both languages while interacting with children. • Utilizes written information in the first language to assist instruction. • In interactions with children and families, shows growing familiarity with how culture influences communication (e.g., eye contact, use of proper names, etc.).
Indicators: • Uses more of the teaching strategies described for the beginning teacher. • Begins to match a child's stage of second language acquisition with a specific teaching strategy (e.g., telegraphic speech and interactive games such as Simon Says). • Accepts language mixing as normal in DLL development. • Repeats and expands what child has said. • Observes parent and child behavior during arrival and departure to determine appropriate expectations for communication.	**Indicators:** • Accepts children's culturally defined social behavior (e.g., hugging, bowing, kissing). • Uses culturally appropriate behavior during greeting and departing. • Demonstrates growing abilities to engage DLL children in sustained conversation using English.	**Indicators:** • Uses running narrative to describe what a child is doing (e.g., you're painting big and little circles with different colors, red, yellow, green). • Uses puppets and other visuals to promote expressive language in either language. • Asks another staff member to explain particular cultural differences that they notice (e.g., respect for the teacher's role requires that parents always appear to be in agreement). • Plays "I spy" in the first language and English within the classroom and outdoors to stimulate vocabulary acquisition.	**Indicators:** • Engages in extended conversations in the child's first language using rich vocabulary and complex sentences. • Explains idioms in English to children in their first language or provides them with comparable idioms in their first language (e.g., "raining cats and dogs / a cántaros, maybe / a lo mejor"). • Understands and can use cultural sayings to convey meaning/idea indirectly (e.g., "A child with one chopstick goes hungry").	**Indicators:** • Seeks out and uses written information to expand knowledge about specific vocabulary and concepts in the first language that can be used in teaching (e.g., reviews neighborhood newspaper). • Uses dialogic reading strategies to expand vocabulary and encourage comprehension in first language and English. • Takes dictation from children in first language and English.	**Indicators:** • Uses the first language to expand a DLL child's verbalization by asking open-ended questions to encourage extended conversations. • Uses photos of neighborhood stores and businesses with first language signs/labels and shows them to the children to discuss what happens in that context (e.g., laundry mat).

LANGUAGE & LITERACY -A-

ADVANCED

Monolingual		Bilingual		Biliterate	
Monocultural	**Bicultural**	**Monocultural**	**Bicultural**	**Monocultural**	**Bicultural**
Skills: • Applies understanding of language milestones and processes in the first language and English. • Applies understanding of the stages of second language acquisition to curriculum and assessment. In interactions with children and families, shows a strong understanding of how culture influences communication.	**Skills:** • Applies understanding of language milestones and processes in the first language and English. • Applies understanding of the stages of second language acquisition and how they interact with the development of English through a planned curriculum and assessment of the children's development. • Demonstrates expertise in the use of a broad array of teaching strategies to enhance the learning of DLL children. • In interactions with children and families, shows a strong understanding of how culture influences communication.	**Skills:** • Applies understanding of language milestones and processes in the first language and English. • Applies understanding of the stages of second language acquisition and how they interact with the development of English through a planned curriculum and assessment of the children's development. • Demonstrates expertise in the use of a broad array of teaching strategies to enhance the learning of DLL children. • Uses both languages while interacting with children and families. • Shows a strong understanding of how culture influences communication.	**Skills:** • Applies understanding of language milestones and processes in the first language and English. • Applies understanding of the stages of second language acquisition and how they interact with the development of English through a planned curriculum and assessment of the children's development. • Demonstrates expertise in the use of a broad array of teaching strategies to enhance the learning of DLL children. • Uses both languages while interacting with children and families. • Shows a strong understanding of how culture influences communication.	**Skills:** • Applies understanding of language milestones and processes in the first language and English. • Applies understanding of the stages of second language acquisition and how they interact with the development of English through a planned curriculum and assessment of the children's development. • Demonstrates expertise in the use of a broad array of teaching strategies to enhance the learning of DLL children. • Uses both languages while interacting with children. Is able to read and utilize educational material in the first language. • Shows a strong understanding of how culture influences communication.	**Skills:** • Applies understanding of language milestones and processes in the first language and English. • Applies understanding of the stages of second language acquisition and how they interact with the development of English through a planned curriculum and assessment of children's development. • Demonstrates expertise in the use of a broad array of teaching strategies to enhance the learning of DLL children. • Uses both languages while interacting with children. Is able to read and utilize educational material in the first language. • Shows a strong understanding of how culture influences communication.
Indicators: • Demonstrates expertise in the use of a broad array of teaching strategies (e.g., uses props and visuals, completes phrases and refrain). • Utilizes appropriate teaching strategies that promote language development for individual DLL children, including focused small group and scaffolds learning. • Uses tools and strategies to establish the stage of second language development in individual DLL children in order to plan for activities.	**Indicators:** • Working in collaboration with bilingual staff, provides DLL children frequent opportunities to use language purposefully. • Plans activities where children experience how culture affects behavior and customs (e.g., dramatic book reading using different eye contact, voice tone, and physical proximity when talking to each other).	**Indicators:** • Matches teaching strategies to stages development in first language and English (e.g., uses picture walk to preview key vocabulary words that will be used in subsequent book reading). • Develops and expands vocabulary and concepts in the child's first language by using music with lyrics or games with refrains.	**Indicators:** • Develops an activity that highlights the similarities in words in the first language and English that have similar meanings (e.g., adore / adorar, boat/bote). • Is able to explain to parents and staff the stages of English language acquisition as children are experiencing them in everyday life (e.g., child uses 'gimme' and explains that this is example of telegraphic speech and what this means). • Creates a safe environment where parents can discuss mainstream communication strategies (e.g., parental concern about the child and how to approach the Director).	**Indicators:** • Uses the Internet or other sources to gather first language development resources to create educational activities for children and parents. • Is able to assess the child's progress in language development using appropriate assessment tools (e.g., Desired Results Developmental Profile). • Plays "I spy" within the classroom and outdoors and writes the words the child uses in the first language and English.	**Indicators:** • Creates puzzles with pieces that reflect cultural images with specific cultural references and discusses them in the first language and English. • Is able to provide guidance to other staff about the cultural and linguistic appropriateness of curricular approaches for DLL children. • Mentors beginning and developing teachers about best practices for DLLs.

PERFORMANCE DOMAIN: Language and Literacy

COMPONENT B: Demonstrates knowledge of literacy development in child's first language and English (e.g., listening comprehension, oral language expression, phonemic awareness, alphabetic knowledge, concepts of print, and writing) and how culture influences literacy development.

Monolingual		Bilingual		Biliterate	
Monocultural	**Bicultural**	**Monocultural**	**Bicultural**	**Monocultural**	**Bicultural**
Skills: • Demonstrates a basic understanding of receptive and expressive language development as a foundation to some of the components of early literacy in English.	**Skills:** • Demonstrates a basic understanding of receptive and expressive language as a foundation to some of the components of early literacy in English. • Demonstrates a basic understanding of the culture's expectations for writing/literacy.	**Skills:** • Demonstrates a basic understanding of receptive and expressive language as a foundation to some of the components of early literacy in first language and English when speaking and interacting with children.	**Skills:** • Demonstrates a basic understanding of receptive and expressive language as a foundation to some of the components of early literacy in the first language and English when speaking and interacting with children. • Demonstrates a basic understanding of the culture's expectations for writing/literacy.	**Skills:** • Demonstrates a basic understanding of receptive and expressive language as a foundation to some of the components of early literacy in the first language and English while interacting with children. • Uses materials written in the first language when interacting with children to support first language literacy.	**Skills:** • Demonstrates a basic understanding of receptive and expressive language as a foundation to some of the components of early literacy in the first language and English while interacting with children. • Uses materials written in the first language when interacting with children. • Demonstrates a basic understanding of the culture's expectations for writing/literacy.
Indicators: • Creates name cards for the children and during morning check-in has the children find their name cards and place them on attendance posters. • Reads stories in English but makes sure to incorporate props and visuals to assist the children's comprehension. • Observes the child's approach to writing (e.g., pencil grasp and scribbles).	**Indicators:** • Identifies and reads stories in English that reflect the cultural values of DLL children. • Plays "Simon Says" or other games where children need to follow simple instructions. • Uses culturally familiar images in literacy activities (e.g., bonsai tree, pan dulce, etc.).	**Indicators:** • Previews a story in the child's first language and identifies key words before reading the story in English. • During a book reading in the child's first language or English, points out features of the book in both languages (e.g., title, reading from left to right, etc.).	**Indicators:** • Uses poetry and rhymes from the child's first language during lessons. • On a neighborhood walk, points out signs and labels and discusses their meaning in the child's first language.	**Indicators:** • Writes dictated stories in the child's first language. • Develops brief notices in the first language and English for posting on the bulletin board for parents.	**Indicators:** • Uses appropriate cultural salutations in written communication. • Reads stories in the child's first language that reflect cultural values (Lu Ban Learns Carpentry, Family Pictures/Cuadros de Familia). • Read stories in English and the first language (e.g. The Three Little Pigs in English, Chinese, Spanish, Vietnamese).

Vertical label (left): **BEGINNING**

Vertical label (right): **LANGUAGE & LITERACY -B-**

LANGUAGE & LITERACY -B-

DEVELOPING

	Monolingual		Bilingual		Biliterate	
	Monocultural	**Bicultural**	**Monocultural**	**Bicultural**	**Monocultural**	**Bicultural**
Skills:	• Demonstrates how particular components of early literacy in the first language and English promote literacy development.	• Demonstrates how particular components of early literacy in the first language and English promote literacy development. • Demonstrates an increasing understanding of the culture's expectations for writing/literacy.	• Demonstrates how particular components of early literacy in the first language and English promote literacy development.	• Demonstrates how particular components of early literacy in the first language and English promote literacy development. • Promotes literacy development in both languages.	• Demonstrates how particular components of early literacy in the first language and English promote literacy development. • Uses oral language to promote literacy development in both languages. • Demonstrates an increasing understanding of the culture's expectations for writing/literacy.	• Demonstrates how particular components of early literacy in the first language and English promote literacy development. • Uses materials written in both languages to promote literacy development.	• Demonstrates how particular components of early literacy in the first language and English help children's learning. • Uses materials written in both languages to promote literacy development. • Demonstrates an increasing understanding of the culture's expectations for writing/literacy.
Indicators:	• Sets up a writing center with alphabet material in two languages so that children can trace letters in both language systems. • Uses signs and labels that contain print in the first language and English.	• Helps children identify the alphabet letters in their name in English and in their first language (e.g., Cantonese, Armenian, Arabic, Korean). • Through a translator, gets a list of the names of family members that can be used for an activity on letter recognition (e.g., Adan, An Dung, Ying).	• Provides children the opportunity to learn the sounds of letters in their first language and in English (e.g., naming sounds, writing letters associated with sounds, identifying the letters with their sounds in text). • Teaches a basic rhyme in the child's first language and asks the child to repeat it.	• Provides opportunities for children to play with sounds that appear in both the first and second language (e.g., vowels sounds, consonant sounds). • Asks the child to tell a story using a wordless picture book. • Acknowledges a DLL child's invented spelling in first language and English.	• Understands the cultural distinction for print in the first language and English (e.g., alphabetic and non-alphabetic). • During parent conferences, provides written recommendations for home activities.	• Encourages children to write stories in their first language about their families. • Uses dialogic reading techniques while reading stories in first language that reflect the child's cultural values (e.g, Nian, the New Year Monster). • Provides opportunities to write holiday messages in first language; invites children to share messages so that they can see how similar messages are conveyed in different languages.

LANGUAGE & LITERACY -B-

	Monolingual		Bilingual		Biliterate	
ADVANCED	**Monocultural**	**Bicultural**	**Monocultural**	**Bicultural**	**Monocultural**	**Bicultural**
	Skills: • Develops learning activities in the first language and English that integrate components of early literacy.	**Skills:** • Develops learning activities in the first language and English that integrate components of early literacy. • Demonstrates a good understanding of the culture's expectations for writing/literacy.	**Skills:** • Develops learning activities in the first language and English that integrate components of early literacy. • Promotes literacy development in both languages.	**Skills:** • Develops learning activities in the first language and English that integrate components of early literacy. • Uses oral language to promote literacy development in both languages. • Demonstrates a strong understanding of the culture's expectations for writing/literacy.	**Skills:** • Develops learning activities in the first language and English that integrate components of early literacy. • Uses educational materials written in both languages to promote literacy development.	**Skills:** • Develops learning activities in the first language and English that integrate components of early literacy. • Uses educational materials written in both languages to promote literacy development. • Demonstrates a strong understanding of the culture's expectations for writing/literacy.
	Indicators: • Mentors monolingual staff to use best practices in literacy development for DLLs (e.g., book reading strategies). • Partners with bilingual staff to develop activities that promote literacy development (e.g., accepts dictation in either first language or English).	**Indicators:** • Works with other staff, caregivers, or parents to help children create stories (e.g., how they spent time with their families during the weekend). • With the help of bilingual staff, translates favorite family proverbs that parents provide for use in developing stories with children (e.g., *Cay ngay khong so chet dung* — A clean hand wants no washing).	**Indicators:** • Develops a repertoire of children's rhymes, finger plays, and verses in the first language to use in learning activities. • Works with a biliterate adult to write down verses in the first language for the children to see and use in phonemic awareness activities.	**Indicators:** • Recognizes when a child uses grammatical forms from their first language when experimenting with spoken English (e.g., placement of adjectives). • Uses tongue twisters in the first language to promote phonemic awareness (e.g., trabalenguas, 绕口令). • Provide children with props (flannel board pieces, picture cards) that they can use to construct a story with a plot.	**Indicators:** • Maintains written records in the child's first language about the child's literacy progress. • Creates photo albums with children engaged in classroom projects with text written in their first language and English.	**Indicators:** • Creates word walls with pictures in the first language and English. • Understands parental cultural expectations for literacy that may conflict with program strategies (e.g., invented spelling vs. correct spelling). • Provides opportunity for children to write about or dictate a story about an experience, field trip or class project.

LANGUAGE & LITERACY -C-

PERFORMANCE DOMAIN: Language and Literacy

COMPONENT C: Demonstrates knowledge of the cognitive and social benefits of bilingualism and biculturalism (e.g., greater brain complexity, cognitive flexibility, healthy ethnic identity, tolerance for diversity, future economic advantage).

	Monolingual		Bilingual		Biliterate	
	Monocultural	**Bicultural**	**Monocultural**	**Bicultural**	**Monocultural**	**Bicultural**
BEGINNING	**Skills:** • In interactions with children, accepts the first language of DLLs and demonstrates positive body language towards them. • Acknowledges the importance of speaking two languages.	**Skills:** • In interactions with children, accepts the first language of DLLs and demonstrates positive body language towards them. • Demonstrates some knowledge about the child's home culture. • Acknowledges the importance of speaking two languages.	**Skills:** • In interactions with children, speaks both the first language and English. • Demonstrates positive body language. • Acknowledges the importance of speaking two languages.	**Skills:** • In interactions with children, speaks the first language and English. • Demonstrates positive body language. • Acknowledges the importance of speaking two languages. • Acquires additional knowledge about the child's home culture through conversation.	**Skills:** • In interactions with children, speaks and reads in the first language and English. • Demonstrates positive body language. • Acknowledges the importance of speaking and reading in two languages.	**Skills:** • In interactions with children, speaks and reads in the first language and English. • Demonstrates positive body language. • Acknowledges the importance of speaking and reading two languages. • Acquires additional knowledge about the child's home culture through conversation and written material.
	Indicators: • Listens with appreciation (e.g., attends to child's verbalization). • Encourages the children to use the first language across the day. • Shows appreciation for bilingualism and biculturalism through the use of pictures, books, or other visuals that reinforce bilingualism and biculturalism.	**Indicators:** • Through a translator, encourages family members to speak to their children in their first language. • Makes available picture books or photographs representative of children and families in the classroom.	**Indicators:** • Reads a book in the child's first language and then reads the same title in English; (e.g., Gilbert and the Wind). • Talks directly to parents about the benefits of speaking to their children in their first language. • Talks to parents about the activities children are doing that promote first language and English.	**Indicators:** • Uses culturally appropriate phrases correctly in interactions with children and families. • Models how to makes requests of peers and adults in first language and English. • Talks to parents and children to learn about child's life at home (meal times, favorite things family does together, ways to celebrate birthdays, etc.).	**Indicators:** • Models reading behavior in the first language by reading and talking about what's been read to children in the first language. • Points out to children that they know the name of an object in both English and their first language.	**Indicators:** • Encourages all parents to write a letter to their child in their first language and displays letters in the classroom and reads during group time. • Develops flyers, notices or other communications for parents in the first language. • Talks to parents and/or sends notes to learn about child's life at home (meal times, favorite things family does together, ways to celebrate birthdays, etc.).

LANGUAGE & LITERACY -C-

Monolingual		Bilingual		Biliterate	
Monocultural	**Bicultural**	**Monocultural**	**Bicultural**	**Monocultural**	**Bicultural**
Skills: • Plans and carries out activities that encourage the use of two languages with the help of an individual who speaks the first language.	**Skills:** • Plans and carries out activities that encourage the use of two languages with the help of an individual who speaks the first language. • Demonstrates increasing knowledge about the child's home culture and begins to integrate it into learning activities.	**Skills:** • Plans activities that encourage the use of two languages and uses both the first language and English in these activities.	**Skills:** • Plans activities that encourage the use of two languages and uses both the first language and English in these activities. • Demonstrates increasing knowledge about the child's first language and culture and communicates their value to children and parents.	**Skills:** • Plans activities that encourage the use of two languages and is able to utilize written material in the first language to inform teaching.	**Skills:** • Plans activities that encourage the use of two languages and is able to utilize written material in the first language to inform teaching. • Demonstrates increasing knowledge about the child's first language and culture and communicates its value to children and parents.
Indicators: • Invites a parent to share a special talent with children in their first language. • Asks a bilingual peer to translate so that teacher can carry on a conversation with a DLL child. • Accepts language mixing as a sign of using two different language systems.	**Indicators:** • Identifies key vocabulary words in the first language and uses them during various activities (e.g., flannel board story, role-playing). • Is aware of upcoming cultural events and invites the parent to share with children a related activity (e.g., Mid-Autumn Festival for Vietnamese). • With the help of an adult who speaks the first language, carries out a cooking activity that promotes vocabulary development in the first language and English (e.g., Udon noodle soup).	**Indicators:** • Works with DLL children to teach English-speaking children a phrase in their language. • Uses key words and phrases in the first language and English throughout the day. • Seeks out assistance from bicultural staff to help them understand a child's or parent's point of view when they don't understand something (e.g., parent reports that child is learning to be disrespectful).	**Indicators:** • During sharing time understands when children refer to a cultural activity that is particular to their culture group (e,g., Obon Festival). • Sings "Happy Birthday" in English and the song for happy birthday in child's first language. • Uses first language for concept development across content areas and accepts and encourages responses in either language.	**Indicators:** • Posts the purposes and goals of learning activities in first language and English. • Helps children to see that material written in their first language is valuable and useful for learning (e.g., recipe books, and maps). • Works with parents to develop poems about their children using letters of the child's first name (e.g., Lea: "L" is for light-filled, "E" is for enchanting, and "A" is for appreciative).	**Indicators:** • Develops a science activity that uses print in both languages (e.g., classification) and encourages children to graph responses. • Creates a bilingual songbook by asking parents to write down the lyrics of one of their favorite songs.

DEVELOPING

LANGUAGE & LITERACY -C-

ADVANCED

	Monolingual		Bilingual		Biliterate	
	Monocultural	**Bicultural**	**Monocultural**	**Bicultural**	**Monocultural**	**Bicultural**
Skills:	• Uses a number of basic words and phrases in the first language while teaching. • Seeks assistance from others who are more knowledgeable to help with the design and implementation of meaningful activities that use the first language and English.	• Uses a number of basic words and phrases in the first language while teaching. • Seeks assistance from others who are more knowledgeable to help with the design and implementation of meaningful activities that use the first language and English. • Creates learning activities that highlight the benefits of bilingualism and biculturalism.	• Plans and carries out learning activities that use the first language and English in meaningful ways.	• Plans and carries out learning activities that use the first language and English in meaningful ways. • Creates learning activities that highlight the benefits of bilingualism and biculturalism.	• Plans and carries out learning activities that use the first language and English in meaningful ways. • Uses written material in the first language to inform teaching.	• Plans and carries out learning activities that use the first language and English in meaningful ways. • Uses written material in the first language to inform teaching. • Creates learning activities that highlight the benefits of bilingualism and biculturalism.
Indicators:	• Uses words and phrases in the first language when engaging children in activities across the curriculum (e.g., math, science, art, and movement). • Pairs children that speak the same language to "read" a favorite book to each other. • Engages a first language speaker to carry out integrated language activities (e.g., when conducting craft-making, incorporates cognitive concepts such as same and different, numbers and spatial orientation).	• Invites a musician from the neighborhood to play and sing in the first language and English and teach children lyrics that the children will sing at a celebration. • Working with a bilingual staff member, develops physical education activities that compare two ways of playing a game (e.g., La Vibora de la Mar vs. London Bridges).	• When speaking with parents, encourages them to teach their children songs and games from their home culture. • Uses selected computer software to support language acquisition at different stages (e.g., uses displayed pictures to stimulate first language and/or English).	• When speaking with parents, discusses greater career options for children who are bilingual. • Stages a cultural event (e.g. remate/street market) as a learning activity that also validates the child's cultural experience. • Incorporates the recitation traditions of a culture in a movement activity (e.g., Hawaiian storytelling through dance).	• Helps children dictate a thank you note in their first language and English. • Sends home a story that their child dictated in the first language and asks parent to have the child "read" it to them and display it in a prominent place in the house. • Records audiotapes in the first language of books only available in English and places them in the listening center.	• Co-constructs communication with children to develop parental notice in first language (e.g., newsletters, bulletins, announcements, flyers, and notices). • Asks parents who are literate in the first language to write a brief family story that can be shared (e.g., things I remember about my grandmother, where I was born, etc.). • Collects, translates and "publishes" family stories and send collections home to share with family members.

PERFORMANCE DOMAIN:
Socioemotional

COMPONENT A: Demonstrates knowledge of how socioemotional development is influenced by the interrelationship of a child's first language and culture.

COMPONENT B: Demonstrates knowledge of the importance of teacher-child relationships in promoting positive socioemotional climate for DLLs.

COMPONENT C: Demonstrates knowledge of the importance of socioemotional development and its relationship to the stages of second language acquisition. These stages are: (1) use of first language, (2) quiet stage, (3) telegraphic/formulaic speech, (4) productive speech.

COMPONENT D: Demonstrates knowledge of the strategies that promote equitable social interactions related to language and cultural differences (e.g., provide language models that prevent language loss, demonstrate a respect for bilingualism and different cultural priorities, incorporates the strengths of the family culture).

COMPONENT E: Demonstrates knowledge of the importance of teacher/parent relationships for the positive socioemotional development of DLLs.

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PERFORMANCE DOMAIN: Socioemotional

COMPONENT A: Demonstrates knowledge of how socioemotional development is influenced by the interrelationship of a child's first language and culture.

Monolingual	Bilingual	Bilingual
Monocultural	**Monocultural**	**Bicultural**
Skills: Uses basic strategies that encourage children's continued use of their first language to express feelings. Demonstrates basic knowledge and respect for some cultural differences by adjusting expectations for children's social behavior from time to time.	**Skills:** Uses first language to support and respond to the child's expression of feelings. Demonstrates basic knowledge and respect for cultural differences by adjusting expectations for children's social behavior from time to time.	**Skills:** Uses first language to support and respond to the child's expression of feelings. Demonstrates basic knowledge and respect for culturally driven behavior in children's socio-emotional development.
Indicators: • Learns words in the child's first language that communicate positive regard and affirmation (e.g., "công việc": good job in Vietnamese; "salamat": thank you in Filipino). • Pairs children with other first language speakers to support the use of the first language to express feelings and successes. • Encourages bilingual adults to use the first language to provide positive reinforcement and/or affirmations and refrain from the use of the first language for discipline. • Includes some bilingual books and materials that depict positive images of children from their home culture. • Accepts the children's response of their view of themselves as members of the family (e.g., teacher asks, what do you like to do, and child responds, "WE ALL like to go to the park" versus "I like to go to the park").	**Indicators:** • Encourages children to use their first language to express their feelings (joy, pleasure, fatigue, isolation, frustration, fear, and excitement). • Provides occasional opportunities that encourage children to share their feelings in their first language at group time and in one-on-one with peers. • Adjusts teaching strategies to accommodate the child's communication style (e.g., the cultural value of respect requires that a child wait for the teacher to initiate conversation such as in greetings and departing). • Utilizes the first language to talk with parents about expectations for their child's social behavior.	**Indicators:** • During conversation uses culturally appropriate behavior (e.g., how/when silence is used, tone and volume of voice, wait time and use of direct/indirect reply). • Provides opportunities for children to use fun words in their first language that reflect cultural nuances (such as in jokes, nicknames, terms of endearment, riddles, words with double meanings, and changes caused by intonation and gestures). • Uses knowledge of the culture to accommodate the child's communication strategies (e.g., direct/indirect approach to posing questions or making requests).

SOCIOEMOTIONAL -A-

BEGINNING

Monolingual	Bilingual	Bilingual
Monocultural	**Monocultural**	**Bicultural**
Skills: Uses key vocabulary in the child's first language to support the child's developing sense of self (e.g., cooperation, respect, responsibility, empathy, adult-child interaction, appropriate expression of feelings, communicating and resolving differences) and understands differing cultural expectations for behavior.	**Skills:** Uses the child's first language to support the child's developing sense of self (e.g., cooperation, respect, responsibility, empathy, adult-child interaction, appropriate expression of feelings, communicating and resolving differences) and understands differing cultural expectations for behavior.	**Skills:** Uses the child's first language and practices that reflect the child's culture (e.g., customs, rituals, and social roles) to facilitate the child's developing sense of self (e.g., cooperation, respect, responsibility, empathy, adult-child interaction, appropriate expression of feelings, communicating and resolving differences) and understands differing cultural expectations for behavior.
Indicators: • Uses music in the first language that is used to celebrate important days in the life of the child (e.g., birthday, holidays). • Uses words and phrases in the child's first language that communicate positive regard and affirmation (e.g., expanded greetings, proverbs, sayings, etc.). • With the support of a bilingual/bicultural adult, learns about the culture's expectations for a child's social behavior (e.g., cooperation, resolving differences, respect). • Involves bilingual adults (assistants and volunteers) to present activities in the child's first language that enable children to share their feelings and views. • Allows for multiple problem-solving strategies to be recognized and provides opportunities for children to use their cultural style in problem solving (e.g., turn taking based on fairness to the group versus fairness to who was first in line). • Makes an effort to utilize cultural courtesies and practices them with families.	**Indicators:** • Teaches songs or circle games in the first language and English (e.g., Good morning /Buenos días, "A La Limón, similar to "Around the Mulberry Bush"). • Creates first language activities that enable the child to experience success as a learner and communicator (to inform, amuse, control, persuade, describe, explain, predict). • Incorporates activities, and materials in the environment that encourage children to use their first language to discuss/share how they see themselves (dramatic play, cooking experiences, early literacy). • Invites children to share stories in their first language of things they do at home. • Uses first language when appropriate to greet important adults who are valued by the child (e.g., grandparents, uncles/aunts, cousins, other authority figures).	**Indicators:** • Incorporates first language nursery rhymes, finger plays, folktales, proverbs, and tongue twisters that reflect the child's cultural heritage. • Incorporates knowledge of the home culture in the strategic use of artifacts that encourages children to show/share their feelings (e.g., housekeeping center, music center, cooking center). • Encourages children to share through conversation their family culture's ways of doing things (e.g., taking care of babies, family parties, when someone is sick or hurt). • Adjusts interactional style to be consistent with the cultural expectations for adult-adult communication (greets adults in accordance with their age, gender and role).

DEVELOPING

SOCIOEMOTIONAL -A-

SOCIOEMOTIONAL -A-

ADVANCED

Monolingual	Bilingual	Bilingual
Monocultural	Monocultural	Bicultural

Skills:

Uses well-developed strategies that accurately reflect the child's culture and support the child's developing sense of self. Demonstrates effective strategies to mentor monolingual staff to understand and use the socioemotional competencies for DLLs.

Skills:

Uses well-developed strategies communicated in the first language to support the child's developing sense of self. Demonstrates effective strategies to mentor monolingual and other bilingual staff to understand and use the socioemotional competencies for DLLs.

Skills:

Effectively integrates well-developed strategies with the first language and knowledge of the culture to support the child's developing sense of self. Demonstrates effective strategies to mentor monolingual and other bilingual and bicultural staff to understand and use the socioemotional competencies in for DLLs.

Indicators:

- Utilizes bilingual bicultural adults as resources to learn about how cultural differences are reflected in social development (i.e., empathy, relationships with peers and adults, self-regulation, social competence).

- Works with bilingual staff to provide opportunities for children to use their first language to share their feelings and views and answer questions about how they do things at home and at school (e.g., free choice, talking during meals, when and how to enter conversations, etc.), and to communicate that both ways are okay.

- Works with bilingual staff to provide bilingual and first language activities that enable the child to experience success as a learner and communicator (to inform, amuse, control, persuade, describe, explain, predict).

- Effectively utilizes bilingual staff to work with parents to understand how everyday activities can support the child's sense of self (e.g., assist with household routines, sibling caregiving).

- Works with bilingual adults to incorporate first language nursery rhymes, finger plays, folktales, and tongue twisters that reflect the child's cultural heritage.

- Generates a home-school lending library with books in the first language(s), reflecting a value for diversity.

- Uses social relationships as a basis for teaching of discrete skills (e.g., use a baby doll to illustrate caring for younger siblings while naming body parts).

- Uses a few words in the first language that describe feelings (e.g., are you sad? *te sientes triste*, 我很伤心).

Indicators:

- Coaches monolingual staff to learn words and phrases that describe feelings in the first language.

- Incorporate first language nursery rhymes, finger plays, folktales, and tongue twisters that reflect the child's cultural heritage.

- Works with parents to generate "home-based activities" that promote the first language and culture (e.g., cooking favorite recipe; recording/representing child's favorite home activity, creating a family photo album, etc.).

- Utilizes the first language to talk to children about how they do things at home that are the same or different from the way they do things at school (e.g., at meals, children may serve and feed themselves, at home but at school may be served and fed; at school it may be acceptable to get messy/dirty; at home, the child may expected to stay neat and clean) and that both ways are okay.

Indicators:

- Provides opportunities for children to use linguistically and cultural appropriate expressions of empathy and caregiving with each other (e.g., comfort a child who is sick, hurt, or sad).

- Assists other teachers in understanding how cultural differences are reflected in social development (empathy, relationship with peers and adults, self-regulation, social competence).

- Accepts and builds on responses that emphasize social relationships when discussing questions about objects/artifacts and how they work (e.g., the child and teacher watch an egg hatch; the teacher asks "What do you know about eggs?" and the child responds, "I like to cook eggs with my gramma." What are the favorite things your gramma likes to make with eggs (food, crafts, raising chickens)?

PERFORMANCE DOMAIN: Socioemotional

COMPONENT B: Demonstrates knowledge of the importance of teacher-child relationships in promoting positive socioemotional climate for DLLs.

	Monolingual	Bilingual	Bilingual
	Monocultural	**Monocultural**	**Bicultural**
BEGINNING	**Skills:** Uses basic strategies that communicate respect and responsiveness to children's needs.	**Skills:** Uses first language to communicate respect and responsiveness to children's needs.	**Skills:** Uses first language and knowledge of culture to communicate respect and responsiveness to children's needs.
	Indicators: • Supports the child's sense of belonging by pronouncing the child's name correctly, learning to say a few words in the child's first language, and listening with interest and appreciation. • Promotes warm teacher-child relations through the use of nurturing body language (e.g., eye level, calm tone of voice, individual attention, smiles etc.). • Provides quiet spaces within the classroom where DLLs can relax and/or experiment with new language. • Provides opportunities for small group time and encourages conversation and play with same-language peers. • Includes some bilingual books and materials to promote an appreciation for language diversity. • Establishes a predictable environment where children learn routines and classroom procedures.	**Indicators:** • Engages in warm and friendly conversation with children in their first language and English. Uses the first language in a positive manner for routines, transitions, and cultural courtesies (greetings, affirmations), and minimizes the use of the first language exclusively for redirection and guidance. • Listens and engages with interest and appreciation to the children's communication in their first language as well as their efforts in English. • Provides opportunities for small group time with same language peers and for second language activities. • Uses first language to prepare child for "what is going to happen next" (e.g., transitions, changes in schedule, preview of upcoming activity).	**Indicators:** • Responds appropriately to cultural cues initiated by the child (e.g., eye contact aversion, respectful waiting) and demonstrates warmth through culturally appropriate language expressions and endearments as well as positive body language. • Uses their knowledge of the child's first culture to include appropriate artifacts to promote a welcoming environment.

SOCIOEMOTIONAL -B-

SOCIOEMOTIONAL -B-

	Monolingual Monocultural	Bilingual Monocultural	Bilingual Bicultural
DEVELOPING	**Skills:** Demonstrates increasing ability to promote a positive social emotional climate for DLLs. **Indicators:** • Provides positive and purposeful engagement for learning activities (e.g., allows for children's voluntary participation, allows for wait time). • Pronounces the name of parents/important adults correctly. • Increases the number of words and phrases in the child's first language that communicate positive regard. • Employs first language speakers (assistants, volunteers, other adults) to understand when there is a socioemotional difficulty for the child (e.g., sadness, withdrawal, aggressive behavior).	**Skills:** Demonstrates increasing ability to promote a positive social emotional climate using first language. **Indicators:** • Promotes friendships between DLL and English speaking children by pairing them in play activities. • Engages in social conversation with children in their first language. • Uses child's first language to help them to understand a social dilemma (sharing/not sharing) and provides child with key words in English to communicate with peers. • Responds to basic cues that communicate stress (withdrawal, anxiety, anger, sadness, fidgeting) and talks to the child about them. • Incorporates first language books and print material as well as family stories, folklore, traditional verse, and music that promote social skills.	**Skills:** Demonstrates increasing ability to promote a positive social emotional climate using first language and knowledge of the home culture. **Indicators:** • Uses knowledge of the home culture to support the children's exploration of their feelings in their first language. • Promotes opportunities for the children to use cultural courtesies with each other throughout the day. • Utilizes resources such as books, pictures, and songs that promote the socio-cultural values of the DLL child. • Encourages communication among peers in either the first or second language to promote cross-group play.
ADVANCED	**Skills:** Demonstrates a strong ability to establish positive social emotional climate for DLLs. **Indicators:** • Has working vocabulary of words and phrases in the child's first language that communicate culturally appropriate positive regard. • Uses first language speakers (assistants, volunteers, other adults) to integrate DLL children into group activities. • Uses first language speakers to facilitate communication with family members regarding social emotional concerns that the child may be experiencing. • Partners with bilingual bicultural teachers, assistants, and parents to infuse daily program practice (schedule, routines, transitions, activities) with appreciation for the social and cultural values of the children/families represented in the classroom. • Creates opportunities and a positive climate for parent/caregiver engagement at school (e.g., invites parents/caregivers to read, sing, and play with children using the first language).	**Skills:** Demonstrates a strong ability to establish a positive social emotional climate using the child's first language. **Indicators:** • Engages in social conversation with children in their first language and English (e.g., talk about what child did over the weekend). • Facilitates children's exploration of their feelings in their first language and culture. • Incorporates first language books and print material as well as family stories, folklore, traditional verse, and music that reflect cultural values and promote social skills. • Creates opportunities and a positive climate for parent engagement by generating activities that reflect family life (e.g., invites grandparents to school for "Grandparents Day;" invites parents to share artifacts from family trips such as a toy, musical instrument, book in the first language, photos, or coins from other countries).	**Skills:** Demonstrates a strong ability to establish a positive social emotional climate using the child's first language and knowledge of the home culture. **Indicators:** • Facilitates the child's awareness of how child behaviors/expectations might be similar and different at home and at school. • Teacher acts a cultural broker between DLL and mainstream children to clarify expectations and resolve conflicts. • Constructs/creates first language books and material inspired by the stories and lives of children and parents. • Incorporates neighborhood experts and resources (business owners, service providers, public agencies) that reflect the language culture and life experience of the children and families. • Creates a culturally responsive program through parent/caregiver engagement by personally invites parents/caregivers to volunteer in the program, tapping into their strengths and interests. • Builds a sense of community by inviting parents/caregivers to small celebrations throughout the year, where children tell stories, sing songs, or act out plays.

PERFORMANCE DOMAIN: Socioemotional

COMPONENT C: Demonstrates knowledge of the importance of socioemotional development and its relationship to the stages of second language acquisition. These stages are: (1) use of first language, (2) quiet stage, (3) telegraphic/formulaic speech, (4) productive speech.

Monolingual	Bilingual	Bilingual
Monocultural	**Monocultural**	**Bicultural**
Skills: Provides a safe language environment and demonstrates attention and concern for a child who is learning English as a second language.	**Skills:** Provides a safe language environment and demonstrates attention and concern for DLL children and uses the children's first language to assist their learning of English.	**Skills:** Demonstrates attention and concern for DLL children by using their understanding of how culture influences language behavior and how these behaviors are seen in each stage of English learning.
Indicators: • During the home language stage, engages adults who speak the child's first language to help them understand the child's feelings. • Provides opportunities to use the child's first language (e.g., partners children with same language peers). • Uses affective body language that is culturally appropriate (e.g., smiling, touching if allowed, proximity, holding, voice intonation, eye-contact). • Supports the child in quiet stage through use of non-verbal and verbal strategies to encourage efforts to communicate (e.g., pointing, observing child for cues, attentive listening, smiling, gentle, clear repetition of words/phrases). • Supports the telegraphic stage by providing words and phrases that have immediate practical use (e.g., would you, give me, you too, let's go, me too, I want to, etc.). • As appropriate, provides opportunities for conversation such as using food and artifacts that are familiar and providing children with active roles in the classroom (e.g., helpers).	**Indicators:** • During the quiet stage, uses the child's first language to direct the child's attention to English (e.g., clarifies and translates information). • During the first language stage, uses the children's first language to help them express feelings (e.g., isolation, frustration, etc.), and to check for comprehension. • During the telegrahic stage, uses the first language to encourage the child's efforts to communicate through phrases (e.g., se puede decir, Tôi cũng, "me too"). • During the productive stage, responds in the first language and praises the child's efforts when the child says something in English (e.g., "yoku dekita ne (よくできたね)", "muy bien", "good job, well done").	**Indicators:** • During the quiet stage, is aware that the child's culture may make the child reticent to speak even in the first language. • Intentionally includes the child in activities (e.g., keeps child nearby, points out interesting materials, explains what is going on). • During all stages of second language acquisition, encourages the child to use their first language in all learning activities. • Demonstrates awareness of how culture influences children's bids for attention through the combination of telegraphic speech and physical proximity.(e.g., "can I", or "please" and "standing close to the teacher"). • During the early productive stage, helps DLL children to produce simple sentences and increase their vocabulary to help them have conversations with their peers in English (e.g., "do you wanna play with me?," "this is for you").

BEGINNING

SOCIOEMOTIONAL -C-

SOCIOEMOTIONAL -C-

	Monolingual Monocultural	Bilingual Monocultural	Bilingual Bicultural
DEVELOPING	**Skills:** Uses teaching strategies in English that reflect the developing awareness of the relationship between socioemotional development and specific stages of second language learning.	**Skills:** Uses teaching strategies in the children's first language that reflect the developing awareness of the relationship between socioemotional development and specific stages of second language learning.	**Skills:** Uses knowledge of the children's culture and first language in teaching strategies that reflect the developing awareness of the relationship between socioemotional development and specific stages of second language learning.
	Indicators: • During the first language stage, intentionally engages adults who speak the child's first language to help them understand the child's feelings. • During the quiet stage, supports the child through simplifying language, providing pictures and gentle words of encouragement (e.g., having read a story about the 3 bears, teacher gives child a picture of baby bear, says, "This is baby bear, I know you listening hard and you're really interested in this story"). • During the telegraphic stage, supports the child in communicating with English-speaking children by clarifying utterance (e.g., "That's right Ping. Ping says ….the porridge was too hot."). • During the telegraphic stage, listens attentively and repeats in a more complete phrase/sentence what the child is trying to say. • During the productive stage, positively reinforces children's efforts to speak in their second language (e.g., praise, positive body language) and acts on what child says (e.g., "Yes, Ping, you're right, it's time to go clean up so we can go outside.").	**Indicators:** • During the first language stage, uses the child's first language to support the child's continued learning as well as efforts to communicate in English. • During the quiet stage, uses first language to support the child's attention to English (e.g., "yo sé que estás escuchando mucho y estás muy interesado en el cuento," "I know you're listening hard and you're really interested in this story."). • During the telegraphic stage, supports the child's efforts to communicate through multiple means (e.g., helps peers understand what the child is saying, gives the child the words in their first language to express their feelings (you say "se dice, 你说 (Nǐ shuō)", "me too"). • During the productive stage, accepts language mixing as normal and repeats what child said in English. And as appropriate expands or enriches the vocabulary.	**Indicators:** • During the quiet period, uses culturally appropriate activities to engage children in a circle game in their first language (e.g., La Vibora del la Mar) in preparation for a similar circle game in English (e.g., London Bridges). • During the telegraphic period, uses the children's first language to assist in their understanding of preschool idioms (e.g., criss-cross applesauce, hold your horses, no dice, etc). • During the productive stage, builds on the child's learning style by providing opportunities for cooperative play (e.g., pairs DLL children to retell favorite flannel board story).
ADVANCED	**Skills:** Demonstrates a variety of strategies that respond to the children's socioemotional behaviors as they progress through different stages of second language acquisition.	**Skills:** Uses the children's first language and a variety of teaching strategies to facilitate their socioemotional behaviors as they progress through different stages of second language acquisition. Uses the children's first language to assist them in understanding English.	**Skills:** Uses the children's first language, knowledge of the home culture, and a variety of teaching strategies to facilitate their socioemotional behaviors as they progress through different stages of second language acquisition. Uses the children's first language to assist them in understanding English.
	Indicators: • During the quiet stage, intentionally enriches learning activities with the use of visuals such as props, pictures, books, and music in the child's first language. • During the telegraphic stage, creates picture cards with familiar phrases (e.g., stand up, too hot, watch out, here I come, etc.) so children can act out these actions during play and practice phrases. • During the productive stage, consistently checks for comprehension by asking who, what, where and either/or questions in a conversational way (e.g.,"I wonder is going to happen next?" "What would you do?").	**Indicators:** • During the quiet stage, praises the children in their first language for attending to the activity in English and checks for understanding in the first language (e.g.,"what did you like about that activity?"). • During the telegraphic stage, uses short word phrases in English during a science activity to help in understanding a concept in English (e.g., lesson on velocity, use phrases such as "it goes fast," "it's so slow"). • During the productive stage, if child transfers first language grammar to English, creates activities to acquire English usage (e.g., uses picture cards to reinforce adjective or verb placement).	**Indicators:** • Throughout the stages, intentionally provides emotional support to encourage the child's language effort (e.g., positive body language including culturally appropriate gestures, positive vocal intonation, positive comments to family members about child's efforts). • During the quiet stage, provides the foundation for academic concepts that the children may not know (e.g., shapes, size, position in space) in their first language and exposes them to the vocabulary in English. • During the productive stage, encourages DLL children to coach/teach other children and teacher in their first language and English.

PERFORMANCE DOMAIN: Socioemotional

COMPONENT D: Demonstrates knowledge of the strategies that promote equitable social interactions related to language and cultural differences (e.g., provide language models that prevent language loss, demonstrate a respect for bilingualism and different cultural priorities, incorporates the strengths of the family culture).

Monolingual	Bilingual	Bilingual
Monocultural	**Monocultural**	**Bicultural**
Skills: Begins to implements basic strategies that communicate a safe and welcoming environment for children and families.	**Skills:** Begins to use the child's first language to facilitate interaction and model the value of the language for children, parents, and other adults.	**Skills:** Begins to use the child's first language and knowledge of the culture to facilitate interaction and model the value of language and cultural practice for children, parents, and other adults.
Indicators: • Pairs a DLL child with a peer who speaks a similar language. • Uses educational materials (stories, flannel board) that stress caring responses from others. • Enlists the help of adults who speak the language of the DLL child to understand what child is saying and provides information to the child as needed. • Models behavior and attitudes that demonstrate warmth and caring for *all* children (e.g., teacher sees a DLL child who is crying and attends to his/her needs as soon as possible and seeks assistance from others who speak the language to find out what is wrong).	**Indicators:** • Tells stories in English and the child's first language that stress caring responses from others. • Provides an inclusive social climate for DLLs (e.g., DLL child is attempting to enter into an activity with other children; teacher sees that and talks to other children about including the child in play and explains to the DLL child in the first language how to do the activity). • Is able to use both English and the child's first language to facilitate resolution of disputes between children. • Provides English-speaking children with strategic words and phrases in the DLL child's primary language that help them communicate with the DLL child.	**Indicators:** • Creates activities for children to learn about each other's social courtesies and the words associated with them (e.g., excuse me, thank you, are you okay?, please, do you want?). • Shares an artifact from teacher's own culture and talks to children about what it means to him/her (e.g., pottery, textiles, and clothing). • Make available artifacts from the cultures of the children in the classroom and invites the children to talk about what how and when they are used and what they mean to them.

BEGINNING

SOCIOEMOTIONAL -D-

SOCIOEMOTIONAL -D-

	Monolingual Monocultural	Bilingual Monocultural	Bilingual Bicultural
DEVELOPING	**Skills:** Consistently implements basic strategies that communicate a safe and welcoming environment for children and families.	**Skills:** Consistently uses strategies that help the child feel comfortable in the educational setting. Uses the child's first language in instruction.	**Skills:** Consistently uses the child's first language and knowledge of the culture to facilitate interaction and model the value of language and cultural practice for children, parents, and other adults.
	Indicators: • Thanks children who function as peer translators (e.g., "Thank you for helping me understand what Jin needed"). • Designs the environment to reflect the language and culture of all children, including DLLs, in the setting (e.g., environmental print, family pictures, books and toys that are representative). • Uses teaching practices that support child-rearing practices of DLL families (e.g., ways of comforting children, feeding behaviors, guidance).	**Indicators:** • Conducts activities in English and the first language that celebrate children's physical characteristics (e.g., eye, skin, hair color, etc.). • Plans small group activities with a mixture of English speakers and DLL children and speaks in both English and the first language (e.g., art activities, manipulatives, and book reading). • Uses both English and the first language to express appreciation to the group when the DLL child interacts with English-speaking children or vice versa.	**Indicators:** • Talks to DLL parents about the value and importance of speaking their language and talks to English-speaking parents about the benefits of bilingualism. • Prepares cards with the children's names written in different languages including alphabetic form (e.g., English, Spanish, Korean, etc.) and uses them in different activities. • Ensures that pictures used in environment and books reflect adult from various races and cultures in a wide array of occupations and roles.
ADVANCED	**Skills:** Always implements basic strategies that communicate a safe and welcoming environment for children and families.	**Skills:** Always uses strategies that help the child feel comfortable in the educational setting. Uses the child's first language in instruction.	**Skills:** Always uses the child's first language and knowledge of the culture to facilitate interaction and model the value of language and cultural practice for children, parents, and other adults.
	Indicators: • Consistently uses speakers of the DLL child's language to serve as language models in the classroom. • Works with bilingual staff to encourage opportunities for children to make friends across language/culture groups (e.g., play and explore together, share successes and joys, suffer losses and recover from them, and contribute to classroom together). • Demonstrates respect for bilingualism by working to acquire words and phrases in the first language of the children in the classroom.	**Indicators:** • Counteracts stereotypes about DLL children whenever possible (e.g., hears children making fun of a DLL child for speaking funny and has a class discussion about speaking different languages). • Helps plan an event that displays and honors all the families' cultures to encourage understanding among the families (e.g., holiday party with songs in different languages, skits or plays that depict fables with cultural message).	**Indicators:** • Serves as a mentor to other teachers about strategies that promote equitable social interactions. • Uses knowledge of language and culture to address cultural conflicts (e.g., boys playing with dolls, engaging in messy activities). • Invites parents to come in to share "life stories" and their dreams for their children's future. (e.g., when I was little and growing up in ...now that I have my children, I wish for them...).

PERFORMANCE DOMAIN: Socioemotional

COMPONENT E: Demonstrates knowledge of the importance of teacher/parent relationships for the positive socioemotional development of DLLs.

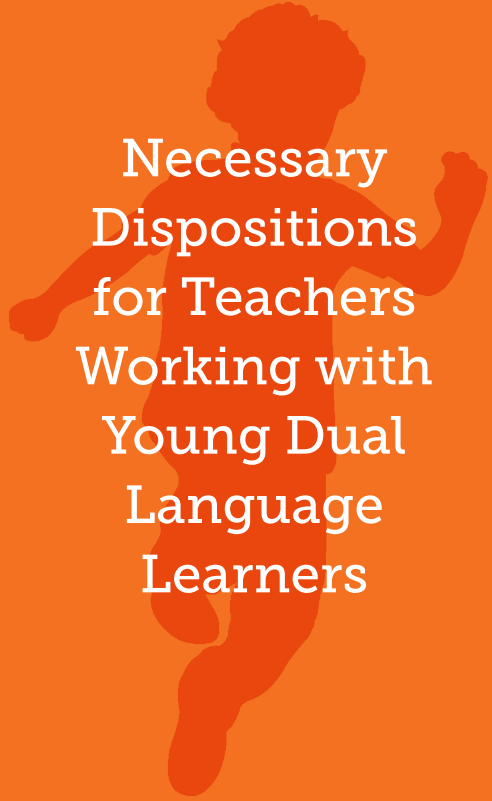| Monolingual Monocultural	Bilingual Monocultural	Bilingual Bicultural
Skills: Demonstrates a strong ability to establish positive social emotional climate for DLLs.	**Skills:** Demonstrates a strong ability to establish a positive social emotional climate using the child's first language.	**Skills:** Demonstrates a strong ability to establish a positive social emotional climate using the child's first language and knowledge of the home culture.
Indicators: • Learns how to pronounce the parents' names and uses basic greetings in the first language to communicate respect and positive regard. • Demonstrates positive body language when approaching and interacting with parents. • Provides the time and attention needed when listening to DLL parents' efforts to communicate either in English or working through a translator. • With assistance of a translator, provides parents with an overview of the early childhood program.	**Indicators:** • Greets parents in their first language and uses phrases that let parents know that they are respected and welcome. • Is attentive to parents' comments regarding their child's experiences in the program and how the children feel about the program. • Although teacher understands the language may need to consults with bicultural staff to address parental concerns (e.g., parent reports that child is complaining about another child).	**Indicators:** • Engages in daily conversations with parents that reflect basic cultural courtesies and communicate respect for the family's central role in the social emotional development of their child (e.g., reinforces parental wishes for child behavior such as getting along with peers). • Attends to concerns from parents about the social emotional development of their child (e.g., child behavior in the classroom, getting along with friends, playing attention to teacher, etc.).

BEGINNING

SOCIOEMOTIONAL -E-

SOCIOEMOTIONAL -E-

	Monolingual	Bilingual	Bilingual
	Monocultural	**Monocultural**	**Bicultural**
DEVELOPING	**Skills:** Demonstrates increasing ability to work through translators to dialog with families to identify and clarify the expectations/concerns regarding the social emotional development of the child in the early childhood setting.	**Skills:** Demonstrates increasing ability to identify verbal cues embedded in conversation that indicate parents may have concerns related to the social emotional development of their child (references to fatigue, fear, changes in mood, externalizing or internalizing behaviors).	**Skills:** Demonstrates increasing ability to identify verbal and non-verbal cues embedded in conversation or body language that indicate parents may have concerns related to the social emotional development of their child (references to fatigue, fear, changes in mood, externalizing or internalizing behaviors). Demonstrates ability to initiate difficult conversations with parents regarding the socioemotional well-being of their children.
	Indicators: • With the assistance of a trusted bilingual adult, schedules annual home visits and periodic parent-teacher conferences. • With the help of a trusted bilingual adult, initiates dialogue with parents about what each can do to support the child's positive social emotional development at home and at school (e.g., self esteem, relationship with peers, teachers, and other adults). • Communicates positive regard directly with parents via a trusted translator and indirectly through artifacts and welcoming environment. • Invites parents and family to participate in child-centered activities that have an impact on the child's social emotional development, such as the child's or parent's birthday, end of project exhibitions, plays and recitals.	**Indicators:** • Invites parents to share favorite stories about their child that will be shared in group activities (e.g., precious things they say or do, how their names were chosen). • Conducts parent meetings with topics related to socioemotional development of children; includes informal question and answer period and makes self available for individual conversations. • Engages parents in conversations regarding their role in maintaining and developing the first language and its importance to social emotional development and family cohesion.	**Indicators:** • Invites parents to share family stories that illustrate the unique family cultural heritage and the role that children, adults, elders, friends, and neighbors play in the development of family and community. • Uses their knowledge of the home culture in their conversations with parents regarding their role in maintaining and developing the first language and its impact on the child's sense of heritage and family cohesion. • Engages family to share favorite traditions that have been passed down from one generation to another (e.g., rhymes, songs, folktales, sayings, games, food). Collects these for sharing with children and other teachers and parents.

Monolingual	Bilingual	Bilingual
Monocultural	**Monocultural**	**Bicultural**

ADVANCED

Skills: With the assistance of a translator, demonstrates ability to engage parents in authentic conversations regarding the social emotional well- being of their children (self-esteem, self-control, attentiveness, sociability, perseverance, cooperation/collaboration, conscientiousness, responsibility, and engagement/curiosity).	**Skills:** Uses the first language to demonstrate ability to engage parents in meaningful conversations regarding the social emotional well-being of their children (self-esteem, self-control, attentiveness, sociability, perseverance, cooperation/collaboration, conscientiousness, responsibility, and engagement/curiosity).	**Skills:** Uses first language and knowledge of the home culture to engage parents in conversations about a wide variety of issues related to the socioemotional well-being of their children (self-esteem, self-control, attentiveness, sociability, perseverance, cooperation/collaboration, conscientiousness, responsibility, and engagement/curiosity). Is able to employ culturally preferred approaches to communication with parents (e.g., verbal and nonverbal, direct and indirect ways of gathering information and sharing sensitive information, posing solutions and solving problems).
Indicators: • Enlists the help of a trusted translator to conduct confidential discussions in settings that respect the family interest in discreet communication. • Uses words, phrases and body language that communicate confidence in the parents' ability to support their child's social emotional development. • With the assistance of a bilingual adult, communicates clearly the expectations of the classroom (rules, procedures, and classroom structure), leaving room for the parents to give their opinion. • Via a trusted translator, assists parents in identifying resources to assist with socioemotional issues such as ADHD, autism, etc. • Via a trusted translator, responds to parents' concerns regarding consequences of second language acquisition, language loss, and its impact on family cohesion.	**Indicators:** • Communicates confidence in the parents' ability to support their child's social emotional development (e.g., observes parents' responses to their child and describes and gives meaning to the parents' actions – "it's wonderful that you spend a minute with Sally before you leave, ,giving her that extra attention helps Sally have a good start of her day." • Partners with parents to support activities and experiences that promote the child's sense of self as a member of both their family and of the classroom community (e.g., invite parents to share pictures of their family to use in different activities). • Through casual conversation and questionnaires about parents' interests, provides avenues for participation (e.g., parents come to school to plant seeds, make quilts or cook; parents write and discuss welcome signs, labels, the alphabet, and children's names in their first languages).	**Indicators:** • Provides parent workshops on social emotional development of children and the similarities and differences between home culture and school (gender roles; relationships with teachers, elders, siblings, peers; self control, attentiveness, sociability, perseverance, cooperation, collaboration, responsibility, curiosity, expressions of feelings and approaches to learning). • Employs culturally appropriate strategies for helping parents understand the mainstream culture (e.g., , acquire new skills and perceptions, such as direct communication strategies, seeing themselves as playing an important role in their child's school success and as advocate for their child). • Acts as a mentor to other staff about the role of language and culture in engaging parents in the socioemotional development of children.

Necessary Dispositions for Teachers Working with Young Dual Language Learners

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Community

Necessary Dispositions for Teachers Working with Young Dual Language Learners

Many factors contribute to young children's early childhood educational experiences. In the Dual Language Learner Teacher Competencies (DLLTC) report, the authors outline key competencies in the domains of language and literacy and socioemotional development for early childhood professionals who teach Dual Language Learners (DLL). In this document, we discuss the essential personal, affective, and philosophical dispositions necessary for teachers to be responsive when teaching Dual Language Learners.

Professional dispositions are critical prerequisites for authentic cultural and linguistic responsiveness to young learners from diverse linguistic and cultural backgrounds. Teachers of DLLs must possess appropriate dispositions in order to teach in a manner that is ethical and equitable to bilingual and bicultural young children. Scholars have emphasized the critical relationship between culture and schooling and the ways in which this relationship is understood and practiced (Arnold & Doctoroff, 2003; Banks & McGee-Banks, 2001; Ogbu, 1978; Spindler & Spindler, 1993; Taylor, 1994). It could be argued that there is no greater influence in the early learning classroom than the actions, thoughts, and dispositions of the teacher. We assert that the individual, personal, and affective characteristics that determine, a DLL teacher's competencies are woven throughout the teacher's body of knowledge. Competency in the classroom is framed by the dispositions of the teacher to enact developmentally appropriate and linguistically and culturally responsive practices that meet the needs of diverse learners. The dispositions give impetus to the teacher's commitment to arrange responsive environments, be attuned to cultural and linguistic diversity, possess an openness to understanding and celebrating other cultures, and advocate for ethical educational practices for DLLs. Responsive and skilled teachers of DLLs must prioritize cultural pluralism over universalism, commit to supporting and advocating for diversity among children, and be willing to learn about the complex factors regarding language and culture that impact young children's learning and development.

Teacher dispositions strongly influence the impact that teachers will have on children's development, learning, and accomplishments in the classroom (Collinson, Killeavy, & Stephenson, 1999; Combs, 1973, 1999; De Ros-Voseles & Fowler-Haughey, 2007). In our view, dispositions are foundational to teachers' understanding and practices in the classroom and influence all aspects of DLLs' educative experience. Therefore, teachers of DLLs should possess the following professional dispositions in order to demonstrate competencies articulated in the Dual Language Learner Teacher Competencies (DLLTC) report:

1. Establish an ongoing commitment to building one's competency and knowledge level about teaching young Dual Language Learners.

This is a fundamental disposition necessary for teachers who serve DLL children and their families. Teacher skills and competencies develop within a dynamic process that unfolds as teachers gain experience, reflect on those experiences, and increase their knowledge through their practice (Katz, 1972). Effective and responsive teachers of Dual Language Learners are individuals who are committed to their field, persistent in studying their practice, apply their knowledge in new ways to maintain their responsiveness and effectiveness with young learners and resolve to always advocate for the rights of children and families. The development of this disposition is dependent upon the DLL educator's motivation to learn about culturally and linguistically diverse children, their families, and their culture, as

fundamental to the practice of teaching. Ultimately, the ability of DLL early educators to build a democratic classroom depends on the transformational growth that they themselves experience as teachers and that, more importantly, results from their motivations toward diversity, inclusion, and responsiveness (Eberly, Reand, & O'Conner, 2007; Zaslow et al., 2010).

2. Maintain a commitment toward developing cultural responsiveness in the teaching of children from diverse linguistic and cultural backgrounds.

Maintaining a commitment to care for, support, and nurture young learners in their natural linguistic and cultural realities is a mindset critical for DLL educators. This is the disposition of care that Noddings (1984) argues is at the center of moral education. She believes that such educative approach is anchored in three fundamental caring dispositions: responsiveness, relatedness, and receptivity. Responsiveness implies a certain readiness to commit to a relationship and for teachers of DLLs, this means that one's commitment to children and their families should be unconditional and free of prejudice. DLL teachers have a responsibility to be attuned to their student's needs with the accompanying recognition that their commitment may sometimes come with challenge and uncertainty. Relatedness focuses on the ability and willingness to establish relationships, contribute to such relationships, and foster a closer bond with one's students. When DLL teachers commit themselves to

DISPOSITIONS

establishing relationships with their young students and families, they acquire authentic cultural knowledge from their students' families. Receptivity defines the connection between two parties that leads to building a relationship grounded in trust and mutual understanding. Receptivity is therefore essential for the cultivation of family involvement and mutual understanding with parents from diverse cultural and linguistic backgrounds. Language and cultural barriers are broken down when teachers possess a commitment towards receptivity. More importantly, the disposition of receptivity combined with knowledge of children's social and emotional needs allows DLL teachers to create warm and responsive learning climates that engage young learners and empower culturally diverse families.

An important aspect of cultural responsiveness is how educators perceive and respond to the families of young DLL children. We emphasize cultural responsiveness to families in our DLLTC report by arguing that all DLL teacher competencies are grounded on the principle that family engagement and involvement contribute to positive child outcomes, positive home interactions, and increased student success. The caring dispositions discussed above are therefore foundational for teachers' effectiveness and responsiveness toward families. These dispositions are also foundational for establishing both the language and literacy competencies and the socioemotional competencies of DLL teachers articulated in the DLLTC report. DLL teachers need to possess characteristics that lead to greater family involvement. Specifically, DLL teachers must: 1) possess a positive attitude toward families and the family-school relationship process; 2) adopt an empowerment perspective of parents and families; 3) engage parents and families as partners in the learning and growth of their child; and 4) value and support the cultural and social diversity of parents and families (Baum and Swick, 2008).

3. Develop and sustain a consciousness of the broader social realities confronting DLL populations while maintaining a commitment to care for, support, and nurture young learners and their families in their natural linguistic and cultural realities.

Quality in early childhood education is based upon a practice of responsiveness to the cultural and linguistic realities of DLL young children and their families. Within cultural responsiveness exists the development of a consciousness of the challenges and opportunities that DLL children experience and the commitment to advocate for the child's optimum development. Villegas and Lucas (2002) lay out a model that proposes six salient facets that characterize culturally responsive teachers. We believe these facets contribute to the teacher's consciousness of the broad social realities of children and families from diverse cultural and linguistic backgrounds. Developing this awareness while maintaining a commitment to caring, supporting, and nurturing young DLLs and their families in their naturalistic conditions and social position prepares teachers to: 1) become conscious of multiple realities defined by location and social order; 2) adopt asset-based views of students from diverse backgrounds as competent, capable, and resist deficit based views that define students as in need of help, as delayed, or as deficient; 3) recognize their responsibility and capacity for advocating for and changing practices to be more responsive to all children; 4) adopt an active view of teaching and learning; 5) maintain a commitment to continuously learn about students, their families, and their social condition; and 6) enact culturally responsive teaching practices (Villegas & Lucas, 2002).

4. Develop and sustain a high tolerance for ambiguity, maintain an ability to live within and negotiate contradictions in pedagogy, and deal with and resolve ethical and policy dilemmas while maintaining a resilient attitude toward social and economic challenges surrounding DLL children, their families, and themselves as DLL educators.

The construct of "tolerance for ambiguity" has long been studied in conjunction with issues related to prejudice, emotional ambivalence, and cognitive intolerance. Originating with the work of Frenkel-Brunswik (1948), this disposition has to do with the ways and means by which individuals understand and process information about ambiguous situations when faced with novel, complex, or inconsistent cues (Furnham, 1995). Tolerance for ambiguity can be understood as a personality variable that plays a critical role in teacher development and identity. DLL teachers, whether monolingual, bilingual or bicultural, are expected to possess mindsets and perspectives that allow them to approach contradiction, conflict and challenges in ways that are not detrimental to the needs of DLL families. Teachers need to have the motivation, knowledge, and goal of promoting positive socioemotional contexts for young DLLs while removing barriers, empowering families and building capacities that result in healthy outcomes for DLLs and families. DLL teachers need to use their knowledge of bilingualism, literacy development, and general language development to effect change and to advocate for resolution of ethical and policy challenges that are faced by DLLs. Possessing this important professional disposition assures that early childhood professionals with various levels of cultural capital are able to practice responsive care giving and education practices with young DLLs and also foster supportive and respectful relationships with culturally and linguistically diverse families.

5. Advocating for what is in the best interest of the DLL children and families.

Last, but certainly not least, is the disposition that motivates DLL early childhood professionals to be advocates, ambassadors, and agents of DLL children and families. Across the fields of bilingualism and early childhood education lies the commitment of all professionals working in these respective fields to raise awareness, promote quality, and initiate change and improvement on behalf of young children and their families. Vigilance to always raise awareness of scientific evidence in the fields of developmental science, language and literacy, and early childhood education that strongly supports the benefits of DLL early childhood education should be part of this disposition. Frequently, policies, ideologies, practices, and legislation work against what we know is best practice in early childhood education for young DLLs. DLL early childhood professionals need to embrace a teacher identity that encompasses a commitment toward advocacy for high quality DLL educative practices, empowerment, and support, and to resolve to continuously advance the health, well-being, and educational success of young DLLs.

Conclusion

The construct of teacher dispositions has had a long history of debate and discussion in the field of teacher education (Borko, Liston, & Whitcomb, 2007; Damon, 2007; Schusler, 2006; Villegas, 2007). In addition, much has been debated about how such teacher characteristics should be assessed (Rennert-Ariev, 2005; Wilkerson & Lang, 2011) and the inherent difficulty in assessing teachers' orientation toward cultural diversity (Dee & Henkin, 2002) as well as teachers' adoption of a moral nature toward their teaching (Burant, Chubbuck, & Whip, 2007). Though the National Council for Accreditation of Teacher Education (NCATE) has defined dispositions as "values, commitments, and professional ethics that influence behaviors toward students, families, colleagues and communities, and affect student learning, motivation, and development" (NAEYC, 2002), there has been recent concern regarding how to validly define, cultivate, and assess teacher dispositions (Damon, 2007; Welch, Pitts, Tenini, Kuenlen, & Wood, 2010).

What is lacking from this discussion is a specific notion that teacher dispositions inherently include a cultural component – that is, dispositions are culturally specific and not universal to all types of teaching practices for all types of learners. There are added responsibilities for teachers to be effective educators in culturally and linguistically diverse early childhood classrooms. We argue here that the professional dispositions described here prepare teachers of DLLs to that transcend universal dispositions of teachers.

Teacher dispositions have been described as "aptitudes" that teachers generally bring to their practice (Snow, 1996). However, these general aptitudes are decontextualized; that is, they tell us little about what specifically teachers of DLLs need to possess to organize their interactions with children who demonstrate diverse cultural and linguistic needs in their classrooms. These general dispositions define the teacher and her practice absent of any specific information about the type of classroom, group of children, and cultural context of such teaching. These general dispositions, however, are important antecedents of teacher procedural knowledge and effectiveness for teaching DLLs. By that we mean that general "aptitudes" are necessary but not sufficient in order to maximize learning for young DLLs. The five specific dispositions articulated in this paper extend beyond these general characteristics of teachers by defining the responsiveness and competency necessary for teaching Dual Language Learners in early childhood classrooms. Collectively, these form an aptitude complex that empowers teachers to enact best practices and responsiveness for young children who are in the process of developing dual languages as they engage in early learning, play-based activities.

This addendum to the DLLTC report was conceived by the advisory group that guided the development of the DLL teacher competencies. We believed that professional dispositions in the DLL education field are foundational to an educator's capacity to understand, process, and implement content knowledge and to develop skill and ability to work effectively and passionately with young learners and their families from diverse cultural and linguistic backgrounds.

Regardless of professional experience, bilingual fluency, or bicultural capital, the five professional dispositions discussed above are indispensable prerequisites for demonstrating teacher competency for effectively and responsively educating young Dual Language Learners. These professional dispositions are needed for teachers to strategically develop ways to integrate children's educative experience into two languages in the early childhood classroom in order to optimize the educational opportunities of DLLs (Garcia, 2011).

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DISPOSITIONS

POLICY BRIEF:

Supporting Our Young Dual Language Learners: From Practice to Policy

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Policy Brief

California has a significant Dual Language Learner (DLL) population with a diverse background. Yet, the academic achievement of DLL students lags far below those who are not classified as English Language Learners (ELLs) in the K-12 education system. How well early care and education (ECE) teachers understand child development and support the learning of DLLs contributes significantly to their success in the school.

Adequate teacher preparation is at the core of determining academic success for DLLs. However, there is no system in place to ensure that all ECE educators receive training as it relates to dual language development and cultural competency. The critical importance of preparing our current and growing future ECE workforce has recently been acknowledged by California and steps are being taken at both the local and state levels. However, further commitment and structures must be in place in early education settings, particularly preschools, to ensure that DLLs have the best possible learning experience.

YOUNG DUAL LANGUAGE LEARNERS (DLLS)

Defined by the Office of Head Start, Dual Language Learners (DLLs) are children learning two or more languages, as well as those learning a second language while continuing to develop their first language.[i] Young DLLs are frequently also classified as English Language Learners (ELLs).[ii] One of the countries with the highest number and share of DLL students is California where many of them are enrolled in the Los Angeles Unified School District (LAUSD), the nation's second largest school district.[iii] During the 2009-2010 school year, LAUSD classified 40% of its incoming kindergarten students classified as ELLs. Statewide, ELL kindergarten enrollment was slightly lower at 36%.

While the last few years have seen a decrease in the percentage of DLL students, a large percentage of children continue to grow in households where English is not the first language. According to the 2000 Census, 54.1% of households in Los Angeles County speak a language other than at home.[iv] However it is estimated that in 2010, the percentage increased to 56.4.[v]

The diversity of families and children is also reflected in the 53 languages identified by the California Department of Education (CDE) as spoken by ELLs. Within the LAUSD, Spanish is the most frequently spoken language other than English, followed by Armenian and Korean.[vi]

Total Kindergarten Student and ELL Enrollment

	LAUSD			LOS ANGELES COUNTY			CALIFORNIA		
	Kindergarten Enrollment	ELLs	Percentage	Kindergarten Enrollment	ELLs	Percentage	Kindergarten Enrollment	ELLs	Percentage
2007-08	51,775	27,974	54%	114,860	55,126	48%	454,743	186,982	41%
2008-09	52,099	26,512	51%	114,680	52,095	45 %	461,062	184,770	40%
2009-10	57,292	24,653	43%	117,970	46,652	40%	470,955	169,365	36%

California Department of Education, 2011.

POLICY BRIEF

SCHOOL READINESS

There is consensus among the education, policy and economics fields that in order to succeed as a nation, our students must be academically prepared to engage in 21st century opportunities and careers. As a predictor of achievement in young students, third grade reading test scores assess children's academic attainment in their early education years and not only high school graduation but also college enrollment and success.[viii] In California, 23% of third graders statewide and 26% of those in LAUSD, scored below/far below in English-Language Arts on the 2012 California Standardized Test (CST).[ix] When the data is further disaggregated by English Learners, the number of third grade students scoring below basic significantly increase to 40% at the state level and 50% within LAUSD.[x]

The academic achievement gap between DLL and non-DLL students in high school graduation settings further illustrate the marginalization young learners can face if they are not adequately prepared to succeed in school. A study of factors predicting high school graduation and college enrollment among LAUSD students revealed that only 33% of ELL students graduated from high school in four years and only 11% graduated having completed the courses needed to enroll in a four-year university.[xi]

TEACHER PREPAREDNESS

The large number of EL students, in particular young DLL children, and the significant role teachers play during the early academic years of a student exemplifies the need to prepare a highly qualified workforce that reflects a deep knowledge of the linguistic and cultural diversity of its students. The support that educators impart on children and their families plays a key role in fostering the learning environments necessary for young DLLs to develop the skills to succeed once they enter the K-12 school system.[xii] While specific data on the characteristics and training levels of the ECE workforce is limited, a 2006 study by Dr. Marcy Whitebook, Director of the Center for the Study of Childcare Employment at UC Berkeley, revealed that children under the age of five are cared for by approximately 130,000 people (teachers, assistant teachers, center directors, and family child care home providers) throughout California. Due to the high number of children under the age of five, close to 30% (36,310) of the total state ECE workforce works in Los Angeles County.[xiii] Furthermore, the number of child care workers and preschool teachers within the Los Angeles-Long Beach Metropolitan Statistical Area is expected to increase by 37% and 36% respectively between 2006 and 2016.[xiv] The large and growing number of ECE educators in a geographic area with a high number of DLLs indicates the ongoing need to prepare and train teachers to adequately care for and educate diverse children.

Ultimately, ECE educators in California, as well as the rest of the nation, are not being prepared to help the development of young DLLs. The 2006 ECE workforce study further revealed that only 18% of family child care providers participated in non-credit

2009-2010 Top 5 Languages Spoken in School (other than English)

CALIFORNIA	LAUSD
1. Spanish	1. Spanish
2. Vietnamese	2. Armenian
3. Filipino (Pilipino or Tagalog)	3. Korean
4. Cantonese	4. Filipino (Pilipino or Tagalog)
5. Hmong	5. Somali

California Department of Education, 2011

ELL 3rd Grade Reading Scores, California Standardized Test

2011-2012	CALIF.	L.A. COUNTY	LAUSD
Advanced/Proficient	24%	21%	14%
Basic	36%	36%	36%
Below/Far Below	40%	43%	50%

California Department of Education, 2011
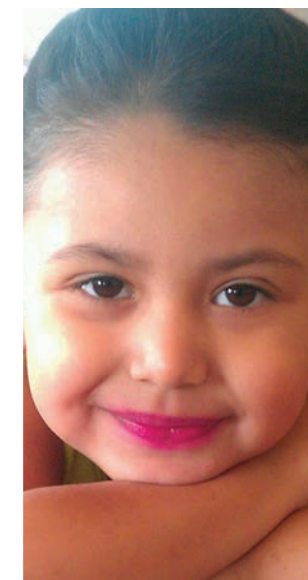
cultural and linguistic relevant training. Similarly, only 15% of providers with some college experience reported that they completed college coursework focused on children who are dual language learners.[xv] While the number of ECE educators who have received specific training in cultural and linguistic competency is low, a high percentage of them have regular interaction with non-English speaking families. In Los Angeles County, for example, 61% of family providers and 59% of assistant teachers reported they are more likely to communicate with young learners and their families in a language other than English.[xvi]

STATE POLICY AND INITIATIVES

The passage of Proposition 227 in 1998 classifies California as an 'English only' state,[xvii] thereby mandating children to enter a K-12 system based on English only instruction. While there are no state requirements for preschool teachers working with Dual Language Learners as early education programs and services are exempt from Proposition 227, the Child

Development Division of the California Department of Education (CDE), has taken steps to address DLLs within it's preschools. In 2008, CDE developed the California Preschool Learning Foundations which included an English-Language Development domain detailing the knowledge and skills children, whose home language is not English, can achieve during their second language development in listening, speaking, reading, and writing.[xviii]

In 2010 and in conjunction with First 5 California, CDE released the Early Childhood Educator (ECE) Competencies, which highlight dual language development in one of their competency areas. The overall purpose of the Early Childhood Educator (ECE) Competencies is to provide a coherent structure and content school site practices to foster the professional development of ECE educators; inform the course of study that early childhood educators follow as they pursue study in institutions of higher education; provide guidance in the definition of ECE credentials and certifications; and give comprehensive descriptions

of the knowledge, skills and dispositions that early childhood educators need to support young children's learning and development across program types.[xix] The CDE Early Childhood Educator Competencies provide a broad baseline of the skills needed for quality instruction from ECE teachers.

State Level
- Strengthen the current ECE workforce by prioritizing efforts to increase the number of teachers who receive training in understanding dual language acquisition and the socioemotional development of DLLs.

- Include indicators in quality rating improvement scales and systems that highlight program's abilities to address the linguistic and socioemotional development of dual language learners (i.e. Race to the Top Early Learning Fund).

Developing the Dual Language Learner Teacher Competencies (DLLTC)

From 2010-2011, the Alliance for a Better Community convened a body of early education and language development experts from across the nation to develop Dual Language Learner Teacher Competencies (DDLTC) for preschool teachers. Under the leadership of Antonia Lopez, National Council of La Raza, and Dr. Marlene Zepeda, California State University, Los Angeles, advisory members were identified to help guide the development of preschool teacher competencies to support the learning and development of culturally and linguistically diverse children and their families. Advisory members were identified based on their history and expertise in research and practice in early education settings as well their leadership within the field. In addition, input sessions with current ECE teachers and professional development administrators assisted the development of the competencies.

Guided by core principles, the DLLTC addressed two domains: (1) Language and Literacy and (2) Socioemotional Development. The competencies details the knowledge and skills educators need at different stages of their careers based on their language ability and cultural competency.

The DLLTC and accompanying documents can be downloaded at www.afabc.org.

- Streamline and centralize a data collection system that analyzes the current workforce including variables such as educational status, job title, compensation, bilingual ability, and specified coursework and/or training focused on DLLs.

- Supplement efforts in integrating teacher competencies with higher education coursework to include the DLLTCs. Increase investments in efforts to test and evaluate cultural and linguistic appropriateness of measures focused on teacher effectiveness.

Local Level

- Integrate the DLLTC in existing and proposed professional development efforts including coaching and mentoring, teacher observation, assessment and evaluation such as Los Angeles County's Steps to Excellence Program (STEP) and LAUP's 5 Star Quality Assessment and Improvement System.

- Identify and expand opportunities for evidence-based culturally and linguistically relevant professional development (credit and non-credit) offered by groups such as First 5 LA, Los Angeles Universal Preschool, local resource and referral agencies, the California Preschool Instructional Network (CPIN) and WestEd.

- Support and provide economic incentives to recruit and retain bilingual early educators and administrators.

- Increase the number of early education centers that develop site specific strategies and practices that support the professional development of teachers and the linguistic and socioemotional development of DLLs.

CONCLUSION

Despite the large number of students in California and Los Angeles County with diverse cultural and linguistic backgrounds, the current ECE workforce is not adequately trained to support the educational development of Dual Language Learners. With over a third of children entering the K-12 education system as English Language Learners and only 11% successfully completing high school graduation ready to go on to university, preparing the teachers who play a critical role during the most important years of a child's life and education is essential. With this in mind, ABC offers several recommendations to support professional development training the current and future ECE workforce needs. Our recommendations and the Dual Language Learner Teacher Competencies (DLLTC) bring us one step closer in ensuring teachers have the tools necessary and are competent to support the needs of children and their families.

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