

Dual Language Learners Program Assessment (DLLPA)

5. Education and Child Development Program Services: Teaching and the Learning Environment

This section supports programs to implement responsive care, effective teaching, and an organized learning environment for children who are DLLs. Teaching practices must support the development of the home language and English.

Head Start Program Performance Standards

Consider your program's implementation of the following requirements. For all program options, do our teaching practices and the learning environment...

Purpose, 45 CFR §1302.30

All programs must provide high-quality early education and child development services, including for children with disabilities that promote children's cognitive, social, and emotional growth for later success in school. A center-based or family child care program must embed responsive and effective teacher-child interactions. A home-based program must promote secure parent-child relationships and help parents provide high-quality early learning experiences. All programs must implement a research-based curriculum, and screening and assessment procedures that support individualization and growth



in the areas of development described in the Head Start Early Learning Outcomes Framework: Ages Birth to Five and support family engagement in children's learning and development. A program must deliver developmentally, culturally, and linguistically appropriate learning experiences in language, literacy, mathematics, social and emotional functioning, approaches to learning, science, physical skills, and creative arts. To deliver such high-quality early education and child development services, a center-based or family child care program must implement, at a minimum, the elements contained in §§1302.31 through 1302.34, and a home-based program must implement, at a minimum, the elements in §§1302.33 and 1302.35.

The **Purpose, 45 CFR §1302.30** stated above refers to the Head Start Program Performance Standards included in Subpart C, §§1302.31 through 1302.34, and for home-based programs, §§1302.33 and 1302.35.

Education in home-based programs, 45 CFR §1302.35

- (a) Purpose. A home-based program must provide home visits and group socialization activities that promote secure parent-child relationships and help parents provide high-quality early learning experiences in language, literacy, mathematics, social and emotional functioning, approaches to learning, science, physical skills, and creative arts. A program must implement a research-based curriculum that delivers developmentally, linguistically, and culturally appropriate home visits and group socialization activities that support children's cognitive, social, and emotional growth for later success in school. [...]
- (b) Home-based program design. A home-based program must ensure all home visits are:
- (1) Planned jointly by the home visitor and parents, and reflect the critical role of parents in the early learning and development of their children, including that the home visitor is able to effectively communicate with the parent, directly or through an interpreter;
 - (2) Planned using information from ongoing assessments that individualize learning experiences;
 - (3) Scheduled with sufficient time to serve all enrolled children in the home and conducted with parents and are not conducted when only babysitters or other temporary caregivers are present;
 - (4) Scheduled with sufficient time and appropriate staff to ensure effective delivery of services described in subparts D, E, F, and G through home visiting, to the extent possible.
- (c) Home visit experiences. A program that operates the home-based option must ensure



all home visits focus on promoting high-quality early learning experiences in the home and growth towards the goals described in the Head Start Early Learning Outcomes Framework: Ages Birth to Five and must use such goals and the curriculum to plan home visit activities that implement;

- (1) Age and developmentally appropriate, structured child-focused learning experiences;
- (2) Strategies and activities that promote parents' ability to support the child's cognitive, social, emotional, language, literacy, and physical development;
- (3) Strategies and activities that promote the home as a learning environment that is safe, nurturing, responsive, and language- and communication- rich;
- (4) Research-based strategies and activities for children who are dual language learners that recognize bilingualism and biliteracy as strengths, and:
 - (i) For infants and toddlers, focus on the development of the home language, while providing experiences that expose both parents and children to English; and,
 - (ii) For preschoolers, focus on both English language acquisition and the continued development of the home language; and,
- (5) Follow-up with families to discuss learning experiences provided in the home between each visit, address concerns, and inform strategies to promote progress toward school readiness goals.

(e) Group socialization.

- (1) A program that operates the home-based option must ensure group socializations are planned jointly with families, conducted with both child and parent participation, occur in a classroom, community facility, home or field trip setting, as appropriate.
- (2) Group socializations must be structured to:
 - (i) Provide age appropriate activities for participating children that are intentionally aligned to school readiness goals, the Head Start Early Learning Outcomes Framework: Ages Birth to Five and the home-based curriculum; and,
 - (ii) Encourage parents to share experiences related to their children's development with other parents in order to strengthen parent-child relationships and to help promote parents understanding of child development;
- (3) For parents with preschoolers, group socializations also must provide opportunities for parents to participate in activities that support parenting skill development or family partnership goals identified in §1302.52(c), as appropriate and must emphasize

peer group interactions designed to promote children’s social, emotional and language development, and progress towards school readiness goals, while encouraging parents to observe and actively participate in activities, as appropriate.

(f) Screening and assessments. A program that operates the home-based option must implement provisions in §1302.33 and inform parents about the purposes of and the results from screenings and assessments and discuss their child’s progress.

Culturally and Linguistically Responsive Practices

Indicate your overall rating for the following items. For **all program options**, do our teaching practices and/or our home visiting strategies...

	1	2	3	4	5	N/A
Integrate our assessment data on children who are DLLs in individual and group planning?	<input type="radio"/>					
Recognize that children who are DLLs are individuals and represent diverse cultural and linguistic backgrounds?	<input type="radio"/>					
Ensure learning experiences, such as music, math, and science, reflect the cultures and languages of our children?	<input type="radio"/>					
Use culturally and age-appropriate approaches to build adult-child relationships and child-child relationships?	<input type="radio"/>					
Promote learning through culturally and age-appropriate approaches to rest, meals, routines, and physical activity?	<input type="radio"/>					
Include reading to our children in English daily and in their home languages, when possible?	<input type="radio"/>					
Incorporate key words and phrases in the home languages of our children in learning experiences and everyday routines?	<input type="radio"/>					

Promote children's positive self-concept by using the correct pronunciation of our children's names?

Promote, when possible, pairing our English-speaking children with children whose home language is not English to encourage child-child interactions in English?

Accept code switching as a natural communication strategy for our children who are DLLs?

Plan and use dialogic reading and other oral language strategies in order to promote English language development?

Use a range of verbal and non-verbal methods to promote adult and child interactions with our children who are DLLs?

Reflect an understanding of the stages of first and second language acquisition?

Provide opportunities for our children to see, use, and discuss the written home language, when possible?

Assist families in planning their child's learning experiences in our program that support home language development?

Use intentional strategies to help our children who are DLLs comprehend what is happening in the learning environment, including demonstrations, videos, visuals, gestures, and props?

Identify which adult will use the home languages of the children, at what times, and under what circumstances, as appropriate?

Build our children's vocabulary by making explicit the connections between familiar words in a child's home language and new words in English?

Display photographs of our children who are DLLs and their families that teachers refer to as part of planned teaching strategies?

Use materials, visuals, and other items that reflect our families' cultures that teachers and home visitors include as part of planned teaching strategies?

Use a wide range of materials throughout the learning environment to promote optimal development of our children's home language and English?

Include environmental print in children's home languages, including labels, posters, and signs, which help our children make connections between their home language and English?

Integrate culturally and linguistically responsive learning opportunities when children are being transported in program vehicles?

Section 5. Education and Child Development Program Services: Teaching and the Learning Environment section score _____

Resources Related to Teaching and Learning Environment Services

- ▶ [Including Children's Home Languages and Cultures](#)
- ▶ [Inviting and Supporting Cultural Guides and Home Language Models](#) [PDF, 732KB]
- ▶ [Language Modeling with Dual Language Learning Infants](#) [PDF, 534KB]
- ▶ [Language Modeling with Dual Language Learning Toddlers](#) [PDF, 557KB]
- ▶ [Planning and Organizing Thematic Instruction](#) [PDF, 1.2MB]
- ▶ [Supporting Dual Language Learners with Classroom Schedules and Transitions](#) [PDF, 565KB]
- ▶ [Supporting English Language Development When Children Have Little Experience with English](#) [PDF, 1.3MB]

- ▶ [Code Switching: Why It Matters and How to Respond](#)
- ▶ [How to Use Bilingual Books](#) [PDF, 715KB] | [Spanish \(español\)](#) [PDF, 574KB]
- ▶ [Selecting Culturally Appropriate Children’s Books in Languages Other Than English](#) [PDF, 1.4MB] | [Spanish \(español\)](#) [PDF, 948KB]
- ▶ [Selecting and Using Culturally Responsive Children’s Books](#) [PDF, 3.0MB]
- ▶ [Creating Environments That Include Children’s Home Languages and Cultures](#) [PDF, 1.1MB]
- ▶ [Designing Environments](#)
 - » [Tips for Teachers](#) [PDF, 480KB]
 - » [Tips for Families](#) [PDF, 246KB]
 - » [Tools for Supervisors](#) [PDF, 84KB]
 - » [Helpful Resources](#) [PDF, 80KB]
- ▶ [Managing the Classroom: Design Environments and Use Materials to Support Learning](#) [PDF, 262KB]
- ▶ [News You Can Use: Environment as Curriculum for Infants and Toddlers](#)
- ▶ [Home Visitors Help](#)
- ▶ [Supporting Children with Disabilities Who Are Also Dual Language Learners](#)