

Dual Language Learners Program Assessment (DLLPA)

3. Training and Professional Development

This section highlights a systematic, research-based approach to professional development for education staff that focuses on effective and responsive practices to support children who are DLLs and their families.

Head Start Program Performance Standards

Consider your program's implementation of the following requirements. For all program options, does our Training and Professional Development system...

Training and professional development, 45 CFR §1302.92

(b) A program must establish and implement a systematic approach to staff training and professional development designed to assist staff in acquiring or increasing the knowledge and skills needed to provide high-quality, comprehensive services within the scope of their job responsibilities, and attached to academic credit as appropriate. At a minimum, the system must include: [...]

(5) Research-based approaches to professional development for education staff, that are focused on effective curricula implementation, knowledge of the content in Head Start Early Learning Outcomes Framework: Ages Birth to Five, partnering with families, supporting children with disabilities and their families, providing effective and nurturing adult-child interactions, supporting dual language learners as appropriate, addressing

challenging behaviors, preparing children and families for transitions (as described in subpart G of this part), and use of data to individualize learning experiences to improve outcomes for all children. [...]

Culturally and Linguistically Responsive Practices

Indicate your overall rating for the following items. For **all program options**, does our professional development and training system...

	1	2	3	4	5	N/A
Provide our education staff with research-based training regarding first and second language development, including information about individual differences?	<input type="radio"/>					
Include an introduction to the Multicultural Principles for Early Childhood Leaders?	<input type="radio"/>					
Focus on different cultural practices and beliefs related to children with disabilities and health and mental health?	<input type="radio"/>					
Provide opportunities for all our staff who engage with children and families, including nutrition specialists and transportation specialists, to learn about appropriate cultural and linguistically supportive practices?	<input type="radio"/>					
Provide tuition and other support to enable our staff to develop verbal and written communication skills in children’s home languages and English, if necessary?	<input type="radio"/>					
Include community partners and volunteers in our training on first and second language development and strategies for supporting home culture?	<input type="radio"/>					
Work with school districts and early childhood programs to include our education staff in professional development about teaching children who are DLLs?	<input type="radio"/>					

Collect data on the languages spoken by our staff to support service delivery for children who are DLLs and their families?

Have policies in place to promote retention of our bilingual staff?

Section 3. Professional Development and Training section score _____

Resources Related to Training and Professional Development

- ▶ [Building Skills in Two Languages](#)
- ▶ [Raising Young Children in a New Country: Supporting Early Learning and Healthy Development](#) [PDF, 3.4MB] Available in [Arabic \(ةيبرعلا\)](#) and [Spanish \(español\)](#) [PDF, 3.4MB]
- ▶ [Ways to Use Raising Young Children in a New Country: Supporting Early Learning and Healthy Development Handbook](#) [PDF, 2.0MB] Available in [Arabic \(ةيبرعلا\)](#) [PDF, 1.3MB] and [Spanish \(español\)](#) [PDF, 1.3MB]
- ▶ [Planned Language Approach](#)
- ▶ [Administrators and Managers Support Dual Language Learners](#)
- ▶ [Classroom Language Models: A Leader's Implementation Manual](#) [PDF, 3.0MB]
- ▶ [60 Minutes from Catalogue to Classroom: Using Journal Articles for Professional Development—Module 2: Empathy and Cultural Competence Reflections from Teachers of Culturally Diverse Children](#) [PDF, 8.5MB]

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- ▶ [Ways to Use *Cultural Backgrounders*](#) [PDF, 1.3MB] Also available in [Spanish \(español\)](#)
 - » [Bhutanese Refugee Families](#) [PDF, 359KB] | [Spanish \(español\)](#) [PDF, 443KB]
 - » [Refugee Families from Burma](#) [PDF, 364KB] | [Spanish \(español\)](#) [PDF, 506KB]
 - » [Refugee Families from Iraq](#) [PDF, 250KB] | [Spanish \(español\)](#) [PDF, 465KB]
 - » [Refugee Families from Somalia](#) [PDF, 244KB] | [Spanish \(español\)](#) [PDF, 339KB]