



Dual Language Learners Program Assessment:
Education and Child Development Services for Dual Language Learners (DLLs)
Presenters:
Deborah Mazzeo, NCECDTL
Karen Nemeth, NCECDTL

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NATIONAL CENTER ON
Early Childhood Development, Teaching and Learning

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Introductions



Deborah Mazzeo



Karen Nemeth

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New Webinar Features



Help Media Player Resource List Group Chat

Slide Deck Question & Answers Webinar Tips

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Remarks from the Administration for Children and Families



Jennifer Amaya, M.S.W., Program Specialist,
Content Lead for Culture and Language,
Office of Head Start,
Administration for Children and Families

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Dual Language Learners Program Assessment



The DLLPA helps Head Start, child care, and pre-K programs assess systems and services for children who are Dual Language Learners (DLLs) and their families. It also integrates culturally and linguistically responsive practices for all.

Link to the DLLPA: <https://eclkc.ohs.acf.hhs.gov/culture-language/guide-dual-language-learners-program-assessment-dllpa/download-dllpa>

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Session Agenda

Here's what we're doing today:

1. Provide brief overview the DLLPA
2. Highlight Education and Child Development Program Services:
Teaching and the Learning Environment, Curricula and Child Screenings and Assessments
3. Make connections to a coordinated approach, Planned Language Approach (PLA)
4. Discuss how to support children who are DLLs through transitions
5. Integrate discussion of children who are DLLs with disabilities

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Session Objectives

At the end of this presentation, you should be able to:

- Explore the Education and Child Development Services section of the DLLPA
- Understand how PLA serves as a coordinated approach to integrate culturally and linguistically responsive practices
- Learn strategies to implement responsive care, effective teaching, and an organized learning environment for children who are DLLs

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Poll #1: Have you used the DLLPA to support educational services?

Select the option below that best reflects your level of implementation:

- Never used it
- I've referenced it
- I've tried using it
- I use it on a regular basis

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Highlights from Region I



- Connecticut
- Maine
- Massachusetts
- New Hampshire
- Rhode Island
- Vermont

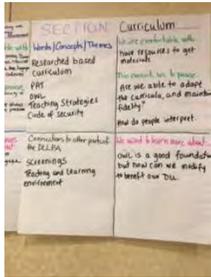
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Region I Dual Language Learner (DLL) Academy

- 11 grantee teams
- Points of Contact:
 - Face-to-face launch
 - 1 webinar with the National Center on Parent, Family and Community Engagement
 - 1 webinar with the National Center on Early Childhood Development, Teaching, and Learning
 - Wrap up face-to-face
 - Ongoing visits
- To come: MyPeers workgroup

Contact: Laurie Conrad
LConrad@donahue.umassp.edu



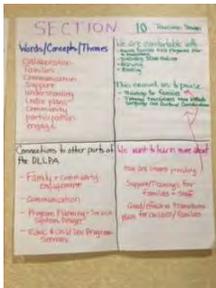
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Region I DLL Academy (cont.)

Using the DLLPA made one grantee aware they needed to know more on the district's transition policies.

Their next steps...

- Attended meetings with the district's Curriculum and Instruction Director and Bilingual Liaison
- Joined district workgroup on transitions
- Shared the DLLPA with district personnel
- Developed a parent committee as part of the Policy Council



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Section 5: Teaching and the Learning Environment

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

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

• Head Start Program Performance Standards

Culturally and Linguistically Responsive Practices

Indicate your overall rating for the following culturally and linguistically responsive practices. For all program options, about teaching practices and/or our home visiting strategies...

	1	2	3	4	5	6
Recognize and assess children who are DLLs in individual and group settings?	<input type="checkbox"/>					
Recognize that children who are DLLs are individuals and represent diverse cultural and linguistic backgrounds?	<input type="checkbox"/>					
Ensure learning experiences, such as music, meals, and activities, reflect the cultures and languages of our children?	<input type="checkbox"/>					
Use culturally and age-appropriate approaches to build adult-child relationships and child-child relationships?	<input type="checkbox"/>					

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Vignette example

Head Start A has hired a few bilingual assistant teachers and teachers to speak the languages of the children they have enrolled. What additional information would you need to answer the following DLLPA questions in Section 5?

Do your teaching practices/and or home visiting strategies...

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

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Section 5: Resource List

The screenshot shows the ECLKC website with a list of resources under the heading 'Section 5: 5-10 Education and Child Development Program Section: Teaching Practices and Environment (2018-2019)'. A red arrow points to the link 'Language Planning with Your Language Learning Goals'.

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DLLPA Supports

- Using the Planned Language Approach to support school readiness

The diagram is a circular model for the Planned Language Approach (PLA). It consists of four colored segments arranged in a circle around a central white dot. The segments are: 'The Big 5 for All' (purple), 'Research Base' (green), 'Home Language Support' (orange), and 'Policies, Practices, & Systems' (blue). The entire circle is labeled 'PLANNED LANGUAGE APPROACH (PLA)' at the bottom.

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Section 5: Teaching and the Learning Environment (cont.)

Language Modeling With Dual Language Learning Infants

Language Modeling With Dual Language Learning Toddlers

Code Switching
Why It Matters and How to Respond

Look! 'M' is my letter!

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Section 6: Curricula

6. Education and Child Development Program Services: Curricula

This sector focuses on the use of age- and developmentally appropriate, research-based curricula as the cornerstone of effective teaching and learning experiences for young children who are DLLs. Standardized procedures and materials support implementation of curricula, along with early learning standards and support and provide measurable child progress.

Culturally and Linguistically Responsive Practices

Indicate your overall rating for the following items, in all program options, at our curricula.

	1	2	3	4	5	NA
Include scientifically valid research and have standardized training procedures and curriculum materials appropriate to our DLL population?						

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Vignette example

Head Start B wants to know, "What is the best curriculum for serving children who are DLLs?"

In **all program options**, does your curriculum...

- Include scientifically valid research and have standardized training procedures and curriculum materials appropriate to our DLL population?
- Have an organized developmental scope and sequence of learning experiences based on how children who are DLLs acquire first and second languages, concepts, and skills?
- Provide meaningful opportunities to learn and develop within and across the domains of the HSELOF using the home language(s) as support?

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HSPSS Excerpts: Dual Language Learners

The screenshot shows a webpage from the Early Childhood Developmental Learning (ECDL) platform. The main content is a video player with the title "HEAD START Overview: Dual Language Learners". To the left is a navigation menu with categories like "General", "Language", and "Social-Emotional". Below the video player, there are several bullet points and a "Related Resources" section.

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Section 6: Curricula (cont.)

The screenshot shows a page titled "EXPLORING YOUR CURRICULUM: A Quick Guide for Teachers and Family Child Care Providers". It includes a list of bullet points under the heading "1. YOUR CURRICULUM'S RESOURCES". The page also features a small circular profile picture of a woman.

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Section 7: Child Screenings and Assessments

The screenshot shows a page titled "7. Education and Child Development Program Services: Child Screenings and Assessments". It contains a table with columns for "Yes", "No", and "Not". The table rows include questions about culturally and linguistically responsive practices and screening information for each child.

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Vignette example

Head Start C wonders, "How can we assess all areas of development when the teacher doesn't speak the language of the child?"

For **all program options**, do our child screenings and assessments...

- Partner with our families to access or deliver services to help address the child's identified needs, relying on bilingual staff or an interpreter as necessary?
- Develop our staff's capacity and the capacity of others, including interpreters who assist staff, to use screening and assessment instruments with culturally and linguistically diverse children?
- Have a process in place so that screening and assessment data on our children who are DLLs is not misinterpreted and lead to over- or under-identification of disabilities?

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Section 7: Child Screenings and Assessments (cont.)

SCREENING DUAL LANGUAGE LEARNERS IN EARLY HEAD START AND HEAD START
A Guide for Program Leaders

- Part 1
 - Understanding Young Children Who Are Dual Language Learners
- Part 2
 - Developmental Screening In Early Head Start And Head Start
 - What Is Required
- Part 3
 - Standardized Screening Instruments
 - Instrument Validity And Reliability Matter
 - Finding The Right Screening Instruments
- Part 4
 - When There Are No Valid And Reliable Instruments For A Child Or Group Of Children
 - Best Practices for Screening Dual Language Learners
 - Screening Planning And Implementation Worksheet
- Part 5-6
 - FAQs / Conclusion / References

[Link: https://eclkc.ohs.acf.hhs.gov/child-screening-assessment/article/screening-dual-language-learners-early-head-start-head-start](https://eclkc.ohs.acf.hhs.gov/child-screening-assessment/article/screening-dual-language-learners-early-head-start-head-start)

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Section 7: Child Screenings and Assessments (cont.)

Assessing DLLs and ELs

Assessing the educational progress of Dual Language Learners (DLLs) and English Learners (ELs) involves children and families in their learning and involves staff who engage them in their learning. This involves understanding the cultural and linguistic backgrounds of children and families, and understanding the needs of children and families in their learning.

Assessing DLLs and ELs involves understanding the cultural and linguistic backgrounds of children and families, and understanding the needs of children and families in their learning.

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What resources do you find useful?

Please type into the chat box and share your favorite or most-used resources for supporting the full and effective participation of children who are DLLs in educational services.

We can all learn from each other!

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Highlights from Region X



- Alaska
- Idaho
- Oregon
- Washington

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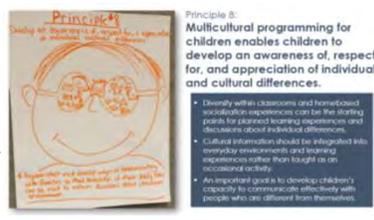
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Region X DLL Pilot Project

- Building capacity of TTA team
- Gaining insights from participating grantees around supports needed & benefit of TTA content provided
- Supporting programs to progress in their development of Coordinated Approach for DLLs & their families

Combination of:

- Virtual supports (webinars with ECSS, DTL, PFCE)
- Face to Face Training
- Individual work with ECSS



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Section 10: Transition Services (cont.)

The screenshot shows a webpage with a green header. Below the header, there is a navigation bar with 'Transitions' selected. The main content area features a large image of a child in a red hooded jacket. To the right, there is a sidebar with a 'Supporting Dual Language Learners With Classroom Schedules and Transitions' section. Below this, there is a 'Supporting Transitions: Using Child Development as a Guide' section with a small image of children playing. The NCECDL logo is in the bottom left corner.

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How are children with disabilities addressed in the DLLPA?

The image shows a young girl with glasses sitting at a table, playing with colorful blocks (red, blue, green, orange, yellow) on a wooden board. She is wearing a white jacket. The background shows a classroom setting with blue chairs and tables. The NCECDL logo is in the bottom left corner.

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Children who are DLLs with Disabilities

The screenshot shows a webpage with a green header. Below the header, there is a navigation bar with 'Culture & Language' selected. The main content area features a large image of three children smiling. Below this, there is a 'DEC Position Statement on Cultural and Linguistic Responsiveness' section. The NCECDL logo is in the bottom left corner.

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Children who are DLLs with Disabilities (cont.)

Supporting Children with Disabilities Who Are Also Dual Language Learners

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Children who are DLLs with Disabilities (cont.)

Supporting the Additional Acquisition of English and Spanish Learning English

DLLs and ELs with Disabilities

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Poll #3: What are your next steps with the DLLPA?

Which of these options best describes a next step you are likely to take using the DLLPA?

- Set up a staff meeting to discuss DLLPA
- Use data from the DLLPA to update professional development plans
- Use data from the DLLPA to make changes in our environment and materials
- Use data from the DLLPA to make changes in our curriculum implementation
- Use data from the DLLPA to make changes in screening/assessment practices
- Use data from the DLLPA to make changes in transition services
- Answer the questions in the tool through the lens of children with disabilities

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Join MyPeers: A Collaborative Platform for the Early Care and Education Community

- Keep the conversation going...share ideas, questions, and resources on the **Culturally and Linguistically Responsive Practices (CLRP)**



- Link to join: <https://eclkc.ohs.acf.hhs.gov/about-us/article/mypeers-collaborative-platform-early-care-education-community>

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Audience Feedback, Questions, Comments



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Summary and Closing Remarks

- OHS staff and we, as representatives of the National Center for Early Childhood Development Teaching and Learning, appreciate your insights and interest today.
- We look forward to continuing this work with you via My Peers and the upcoming events planned to build awareness of the DLLPA
- Next webinar in the series is:
Thursday, March 7, 2019, 3-4:30 p.m. ET: Partnering with Families of Children Who Are Dual Language Learners

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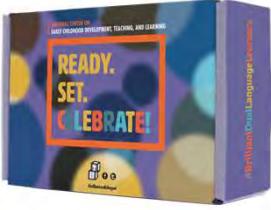
DUAL LANGUAGE LEARNER CELEBRATION WEEK

Help us celebrate Dual Language Learner Celebration Week, February 19-22, by:

- Looking out for your DLL Celebration Week Resource Box in the mail
- Joining us daily at 1PM ET for chats in the Culturally and Linguistically Responsive Practices (CLRPP) MyPeers Community
- Attending two webinars
 - DLLPA Education and Child Development Services for DLLs from 2:00-3:30 PM ET on Tuesday 2-19-19
 - Planned Language Approaches – Background Knowledge from 3:00 – 4:00 PM ET on Thursday 2-21-19

Create and post via social media using the hashtag #BrilliantDualLanguageLearners, daily topics:

- Tuesday, February 19th
Spotlight Best Practices and Resources from the Field
- Wednesday, February 20th
Illuminate Systems and Services for Coordinated Approaches for DLLs
- Thursday, February 21st
Build Bright Transitions for Children who are DLLs
- Friday, February 22nd
Focus on Research that Powers Our Work with DLLs



#BrilliantDualLanguageLearners

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Poll #4: Have you participated in any other DLL Celebration Week activities ?

DLL celebration activities include: joining a MyPeers live chat; attending Tuesday's webinar on the DLLPA; posting on social media using the #BrilliantDualLanguageLearners, etc.

- A. Yes
- B. No

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Evaluation and Thank You!

For more information, please contact us at ecdctl@ecetta.info or call (toll-free) 1-844-261-3752



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