

Dual Language Learners Position Statement

Stanislaus County Office of Education (SCOE) and Central California Migrant Head Start (CCMHS) hereinafter referred to as SCOE/CCMHS has adopted a Dual Language Learners Position Statement. The following pages contain the SCOE/CCMHS Dual Language Learners Position statement

Mission Statement: *Together we commit to excellence in child development programs to enhance the quality of life in our diverse communities. Therefore, we actively support the cultures and languages of our children and families and intentionally promote the acquisition and growth of English.*

The Office of Head Start Definition for Children who are Dual Language Learners (DLL):

Children who are Dual Language Learners acquire two or more languages simultaneously, as well as learn a second language while continuing to develop their first language. The term “dual language learners” encompasses other terms frequently used, such as Limited English Proficient (LEP), bilingual, English language learners (ELL) English learners, and children who speak a language other than English (LOTE).

Introduction

In order to design programs that support optimal development, SCOE and CCMHS Head Start programs identify strategies and practices that culturally and linguistically support individual children. These strategies and practices vary depending upon the type of educational setting (center based, home based, or family childcare home) and the particular language compositions of the children and staff (classroom profiles). This document attempts to identify the essential principles and strategies to be adopted by staff and supported by management in order to ensure that Head Start Children enter Kindergarten ready to learn.

Program Design and Management

In program governance, SCOE/CCMHS Head Start programs promote the involvement of families who speak languages other than English by providing interpretation at Policy Committees/Council and have proportionate representation in the policy groups that reflect the demographics of the children in the program. The board and Policy Council review language and literacy outcomes data for children.

In planning, SCOE/CCMHS Head Start programs have procedures in place to support quality service to DLL children and families by incorporating SCOE/CCMHS Program Area Plans. In addition, SCOE/CCMHS Head start programs involve families in developing procedures related to dual language learners. The program, child, and family goals reflect the agency’s commitment to the use of high-quality language and literacy practices with all children.

In training, SCOE/CCMHS Head Start programs provide ongoing professional development opportunities to staff and parents about development of a first and second language. SCOE/CCMHS Head Start programs provide training to staff to promote cultural competence and to further the understanding of how child-rearing practices vary across cultures. Additionally, SCOE/CCMHS provides professional development opportunities that include the Big 5 components of language and literacy development-i.e., Alphabet Knowledge and Early Writing, Background Knowledge, Book Knowledge and Print, Oral Language and Vocabulary, and Phonological Awareness

In communication, SCOE/CCMHS Head Start programs provide written communications to families in their primary language and provide interpretation at meetings, trainings and other agency events to ensure all families can understand what is being presented and have a process in place for families to communicate. When families do not have a written language, other families and community members are invited to provide support. When staff has limited language experience with families' languages or need additional support, they seek out support from community members to participate in program and share activities or information in languages needed including English.

In human resources, SCOE/CCMHS Head Start programs strive to employ linguistically and culturally diverse staff by actively recruiting bilingual and bicultural staff. SCOE/CCMHS Head Start programs also provide on-going training opportunities to support first and dual language learning and building cultural competence with staff.

In self-evaluation process, SCOE/CCMHS Head Start programs evaluate the quality of services to DLL families and children by utilizing A Systems Approach to Language and Literacy Organizational Capacity Checklist.

Early Childhood Development/Health Services

In environments, SCOE/CCMHS Head Start programs provide responsive environments that reflect the languages and cultures of the children and families in the program.

In the area of teacher/child interactions, SCOE/CCMHS Head Start programs promote children's home language development, children's literacy development in their home language and promote acquisition of English. SCOE/CCMHS Head Start programs use specific, research-based language strategies that promote school readiness and success.

In curriculum, SCOE/CCMHS Head Start programs implement a research-based curriculum (Creative Curriculum, Frog Street, and Program for Infant Toddler Caregivers). During the process of planning for children and families, teachers/caregivers utilize supportive curriculum solutions that are evidence based developmentally appropriate, honor teacher creativity and their critical role in making learning exciting and relevant for every child and in promoting progress in all developmental areas.

In screening children, SCOE/CCMHS Head Start programs utilize developmental screening instruments which included children who speak English and Spanish in the sample group used to develop the screening instrument. When developmental screening instruments are available

which include children whose home language is other than English or Spanish. SCOE/CCMHS Head Start consider those instrument for program use. SCOE/CCMHS Head Start programs have adopted the following developmental screening instruments for use with children ages 0-5 : Ages and Stages Questionnaires (ASQ), Ages and Stages Questionnaire Social Emotional (ASQ:SE) , and Early Screening Inventory (ESI) tools. All three developmental screening tools have English and Spanish versions. Screenings are completed by teaching staff, caregivers, and parent input. All efforts are made to provide parents information about developmental screening instruments used with in the SCOE/CCMHS Head Start Program and their child results in the parents' home language.

In assessment, SCOE/CCMHS Head Start programs plan and individualize for DLL children by performing authentic assessments based on on-going observations of children in natural settings using the Desired Results Developmental Profile Revised (DRDP-2015). The DRDP-2015 is utilized in English and Spanish. SCOE/CCMHS Head Start programs provide interpretation of assessment results when needed.

In individualization, SCOE/CCMHS Head Start programs use specific resources to learn about each child's language background using portfolios or home language surveys. The information gathered is used to determine the degree of language support each individual child has in the home and community and to make meaningful connections with each child's home experiences.

In health and nutrition, SCOE/CCMHS Head Start programs provide services that are responsive to families' language and culture by seeking out information about health issues and needs relevant to the families served. Meals and snacks served are commonly found in cultures represented by children attending each center and classroom.

Services to Children with Disabilities

When providing services to children with a disability, SCOE/CCMHS Head Start programs assist parents with obtaining their child's Individual Family Services Plan (IFSP) or Individual Education Program (IEP) in their home language by collaborating with the Part C or Part B agency providing the child special education services. When referring a child for special education assessment SCOE/CCMHS Head Start staff support the family through this with interpretation during meetings and translation of forms when possible. Families' home language and culture are included within the child's learning environment to ensure an inclusive setting for both child and family.

Family and Community Partnerships

In family partnerships, SCOE/CCMHS Head Start programs actively promote family engagement in children's learning and help families to transition children smoothly into public schools. In addition, SCOE/CCMHS collaborates with community agencies to support DLL children and their

families. SCOE/CCMHS Head Start programs support and promote on-going family literacy efforts by educating families on the benefits of speaking their home language with their children and provide training on first and second language development. SCOE/CCMHS Head Start programs also provide and support ESL classes for parents and collaborate with Raising a Reader to provide books that support all languages and cultures in our programs.

In community partnerships, SCOE/CCMHS Head Start programs collaborate with community agencies to support DLL children and families by developing partnerships with agencies and other organizations to assist in outreach and recruitment of DLL families.

Planned Language Approach

The **Planned Language Approach** = An Integrated and Intentional Structure



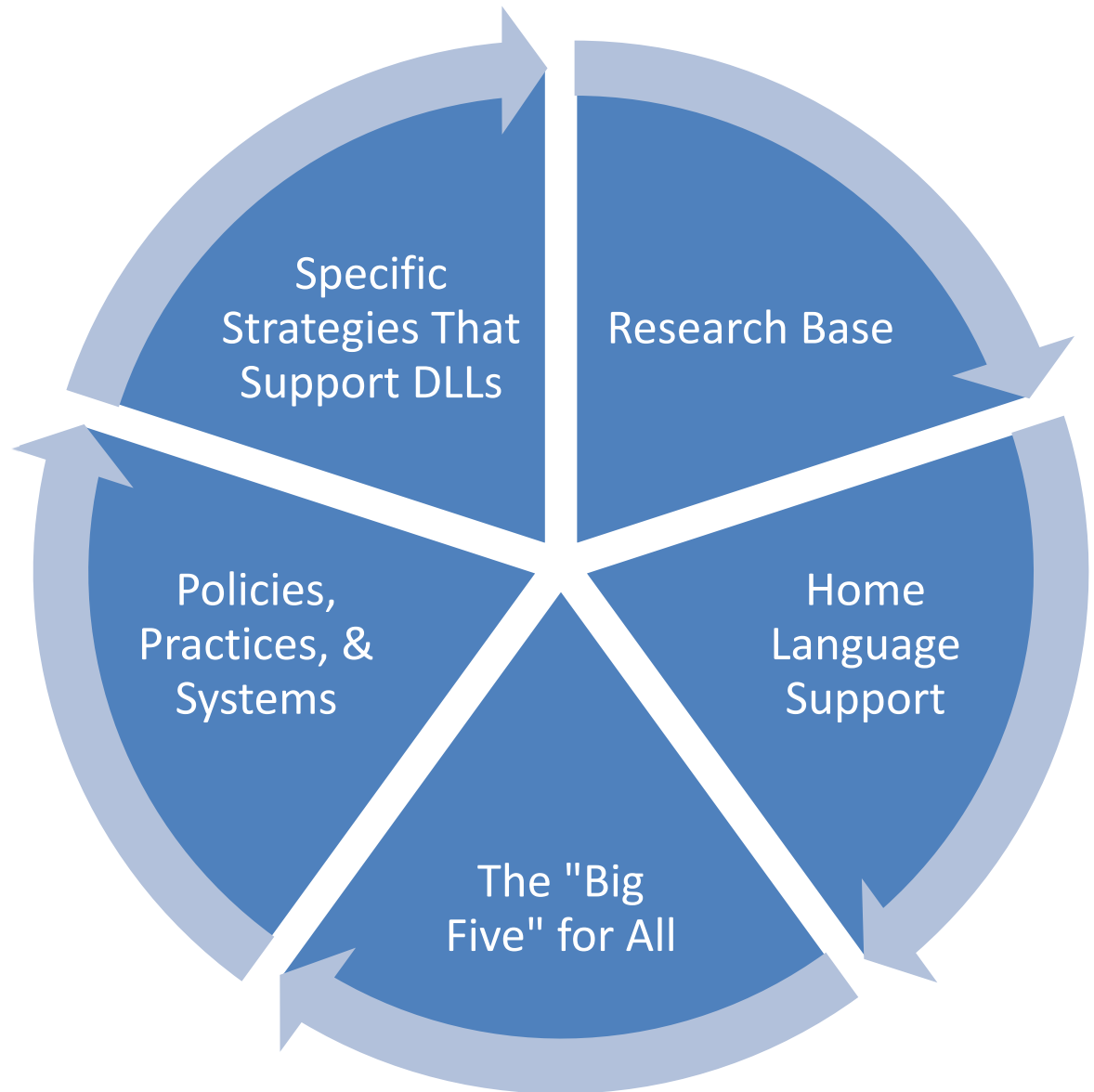
A **Planned Language Approach** includes a program-wide focus on:

- Classroom Profiles & Teaching Strategies are based on the languages of the teachers and of the children;
- Instructional design that assures that all children have key language and early literacy experiences daily (the “Big Five”), acknowledges the importance of Home Language(s), and is individualized to promote each child’s school readiness and long-term success;
- Screening and assessment practices that identify the strengths and needs of children; and
- A research-based curriculum.

NCCLR Definition

A Planned Language Approach (PLA) is a comprehensive process to support early childhood programs in managing and implementing high-quality language and literacy practices for ALL children—those who are dual language learners (DLL’s) and those who are English speaking.

A Planned Language Approach (PLA)



THE NATIONAL CENTER ON
**Culture and Linguistic
Responsiveness**

A Planned Language Approach is a comprehensive, intentional, research-based approach for children birth to age 5. It targets key areas of learning that research shows support school success among children living in poverty.

THE "BIG FIVE"

Alphabet Knowledge & Early Writing

As children develop alphabet knowledge they learn to recognize and name upper- and lower-case letters of an alphabet. They also learn that there are sounds associated with each letter. Children's early writing progresses from making marks, scribbling, and drawing, to eventually forming letters. Children's developing writing reflects their growing understanding of how written language works (Rowe & Neitzel, 2010; Shagoury, 2009).

Background Knowledge

From birth, children have daily experiences with people, objects, and places which they store in their memory. Over time, this stored information becomes more complex. This sets the base for their future learning. Knowledge includes all of the information that children learn about themselves, other people, and the world around them. Children gain background knowledge through their wide and varied interactions with people (Neuman & Roskos, 2007).

Background knowledge includes central norms and expectations, emerging scientific understandings about how objects work, and other information about the world. Background knowledge expands as children connect new learning to knowledge they have already stored (Pinkam, Kaefer & Neuman, 2012).

Book Knowledge & Print Concepts

When children experience written language in their day-to-day lives they begin to understand that print communicates meaning (i.e., "print is speech written down") (Bus & de Jong, 2006). When children are read to and involved in book reading, they also learn about how books "work". Environmental print, which includes street signs, advertisements, logos, etc., is the first way young children gather meaning from print. Children develop print concepts when they become aware of and develop ideas about how written language works.

Oral Language & Vocabulary

Oral language is often divided into receptive and expressive language. Children develop receptive language as they begin to understand language, even before to speak the sounds, words, and sentences of their language. A key aspect of oral language development is the acquisition of vocabulary (words) (Harris et al., 2011). Oral Language also includes being able to participate in extended conversations such as telling stories or recalling related life events (Cazden, 2001.)

Phonological Awareness

Children develop phonological awareness as they come to recognize that language can be broken into words, syllables, and smaller pieces of sound. Phonological awareness also includes being able to manipulate sounds by identifying, segmenting, blending, and substituting sounds (Schickedanz & Collins, 2013).

Classroom Profiles	Teaching Strategies
<p>Spanish-speaking teachers and Spanish-speaking children.</p>	<ul style="list-style-type: none"> • Support home language by speaking and reading to children in Spanish. • Introduce new vocabulary and concepts in Spanish on an on-going basis. • Identify Staff who will be English speakers • Identify key vocabulary in English to introduce through songs, poems, and books. • Use dialogic reading in Spanish and introduce key vocabulary words in English. • Invite family, community members or program staff who speak English to share activities, read a story or volunteer in the classroom. • Share research/information and provide support to families about the importance of supporting children’s home languages (ex: utilize ECKLC Importance of Home Language Services)
Classroom Profiles	Teaching Strategies
<p>Bilingual teachers (Spanish/ English) and Spanish-speaking children.</p>	<ul style="list-style-type: none"> • Use props and gestures to encourage children to understand meaning instead of using back-to-back translation. • Organize separate use of both languages by schedule if possible (for example am/pm or by day of the week). • Provide activities that encourage recognition of similarities between English and Spanish alphabets. • Identify cognates/vocabulary in both languages and include in daily activity plans. • Capitalize on teaching new concepts in Spanish and follow-up during the week to teach vocabulary words related to same concept in English. • Occasionally summarize to help children understand context. • Share research/information and provide support to families about the importance of supporting children’s home languages (ex: utilize ECKLC Importance of Home Language Services)

Classroom Profiles	Teaching Strategies
<p>English-speaking teachers and Spanish-speaking children.</p>	<ul style="list-style-type: none"> • Speak slowly, clearly and in context. • Describe what you are doing and seeing (Self talk) • Describe what the child is doing and seeing (Parallel talk) • Point, act out, repeat, and use gestures to help children understand English. • Learn words and phrases in Spanish. • Provide activities that encourage recognition of similarities between English and Spanish alphabets. • Identify cognates/vocabulary in both languages and include in daily activity plans. • Capitalize on teaching new concepts in Spanish and follow-up during the week to teach vocabulary words related to same concept in English using Thesaurus/Dictionaries/Books. • Introduce English through songs, games, finger-plays, and books. • Share research/information and provide support to families about the importance of supporting children’s home languages (ex: utilize ECKLC Importance of Home Language Services)
Classroom Profiles	Teaching Strategies
<p>Teachers speak Spanish and/or English and/or other languages and children speak languages other than Spanish or English.</p>	<ul style="list-style-type: none"> • Learn words and phrases in children’s home language. • Invite parents, community members or volunteers to participate in classroom activities. • Identify cognates/vocabulary to use in daily activity plans. • Introduce English with concrete vocabulary, names of objects and simple verbs. • Introduce English with common social phrases, greetings, etc. • Speak slowly, clearly and in context. • Describe what the child is doing and seeing. • Share research/information and provide support to families about the importance of supporting children’s home languages (ex: utilize ECKLC Importance of Home Language Services)