



Unit 6 – Support for Young Dual Language Learners

Key Topic 3: Program Approaches and Teaching Practices

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Focus Statement

Students become familiar with the elements of high-quality preschool programs and teaching practices that can support young dual language learners.

Curriculum Alignment Project (CAP) Student Learning Outcomes

The Curriculum Alignment Project's (CAP) lower division eight courses, CAP expansion courses, and student learning outcomes are mapped onto each instructional guide learning experience. See Appendix A for the specific student learning outcomes, objectives, and examples of course content and topics for the courses listed below.

- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Teaching in a Diverse Society
- Practicum-Field Experience
- Administration I: Programs in Early Childhood Education

Instructional Methodologies

- Class discussion
- Class presentation
- Creation of a visual representation
- Gallery
- Jigsaw reading
- Notetaking outline or tool
- Pairs or small groups



- Reflective discussion
- Research overview review
- Role playing
- Short paper or report
- Video observation

California Early Childhood Educator Competency Areas to Consider

These competency areas are from the California Department of Education, Early Education and Support Division's *California Early Childhood Educator Competencies* (CDE 2011). The "Competency Areas to Consider" below are listed in this instructional guide as a preliminary exploration of how particular competency areas might be addressed through these learning experiences.

- Culture, Diversity, and Equity
- Relationships, Interactions, and Guidance
- Family and Community Engagement
- Dual-Language Development
- Learning Environments and Curriculum
- Administration and Supervision



Unit 6 – Support for Young Dual Language Learners

Key Topic 3: Program Approaches and Teaching Practices

Before You Start

This key topic addresses a number of related subjects in Chapter 6 of the *California Preschool Program Guidelines*. It focuses on sections of Chapter 6 that describe high-quality preschool programs, implications for young dual language learners in high-quality preschool programs, program design that supports young dual language learners in high-quality preschool programs, practices that support young dual language learners in high-quality preschool programs, and the characteristics of teacher–child relationships that support young dual language learners in high-quality preschool programs. The key topic is designed to acquaint students with these subjects as they are addressed in Chapter 6. It is not intended to be an in-depth exploration of these topics.

There are other resources in the California Early Learning and Development System that address these topics. In 2009, the California Department of Education published the second edition of *Preschool English Learners: Principles and Practices to Promote Language, Literacy and Learning: A Resource Guide*. This has served as a rich resource regarding young children who are dual language learners and includes strategies and tips for working with young dual language learners who are at different levels of development in their language. The Faculty Initiative Project developed an instructional guide for this publication. The resource guide is available through the California Department of Education Web site; ordering information can be found on the CDE Press Web site at <http://www.cde.ca.gov/re/pn/rc/ap/pubdisplay.aspx?ID=001703> (accessed January 20, 2016). The instructional guide can be downloaded from the Faculty Initiative Project’s Web site at <http://facultyinitiative.wested.org/pelguide.html> (accessed January 20, 2016).

Additionally, the three volumes of the *California Preschool Curriculum Framework* provide extensive guidance to students in understanding the components of high-quality preschool programs. Specifically, each of the nine developmental domains covered in the curriculum framework contains a section on strategies and interactions to engage students with the content of the domain. The Faculty Initiative Project has developed instructional guides for each volume of the curriculum framework, and each accompanying instructional guide has specific key topics related to familiarizing students with recommended strategies and interactions for the domains in that volume. These resources can be used to expand and/or enhance the suggested active learning in this Unit 6 key topic.



In addition, in 2013 the Governor’s State Advisory Council on Early Learning and Care and the California Department of Education produced a collection of papers that provide an overview of research relating to young dual language learners. This collection is titled *California’s Best Practices for Young Dual Language Learners: Research Overview Papers* and can be downloaded from the California State Advisory Council Web site at <http://www.cde.ca.gov/sp/cd/ce/sacresources.asp> (accessed January 20, 2016). There are suggestions in the “Deeper Understanding” section of this key topic that will support students in becoming familiar with the contents of Paper 3 in this collection: “Program Elements and Teaching Practices to Support Young Dual Language Learners.”

The California Department of Education has produced a set of two DVDs, titled *California Preschool Program Guidelines DVD Set*, to accompany the *California Preschool Program Guidelines*. There is a chapter in Disc 2 that is related specifically to the content of this key topic. It provides helpful descriptions and illustrations of program approaches to working with young dual language learners and will be used in the active learning section.

Keep in mind that the active learning experience in this key topic is intended to familiarize students with the information in the *California Preschool Program Guidelines* on the subjects described in the first paragraph of this “Before You Start” section. It is not an in-depth exploration of those subjects. Most of the information used in this key topic will be found on pages 81–87 of the *California Preschool Program Guidelines*.

Two handouts are provided with this key topic. Handout 1, “Elements of High-Quality Preschool Programs for All Children,” is a checklist of elements of high-quality preschools that can be used during the observation of segments from the DVD. Handout 2, “Interactions and Practices to Support Young Dual Language Learners,” is a checklist of teacher practices to support young dual language learners that also can be used during the DVD observation. An electronic version of each handout will be available when this instructional guide is available online at <http://facultyinitiative.wested.org/> (accessed January 20, 2016).

If students do not have copies of the *California Preschool Program Guidelines*, the Portable Document Format (PDF) version can be downloaded from the California Department of Education Web site at <http://www.cde.ca.gov/sp/cd/re/documents/preschoolproggdlns2015.pdf> (accessed January 20, 2016).

California’s Best Practices for Young Dual Language Learners: Research Overview Papers can be downloaded from the California State Advisory Council Web site at <http://www.cde.ca.gov/sp/cd/ce/sacresources.asp> (accessed January 20, 2016).

The *California Preschool Guidelines DVD Set* can be ordered through CDE at www.cde.ca.gov/re/pn/rc or contact the CDE Press sales office at (800) 995-4099.



Information Delivery

Point out the elements of high-quality preschool programs for all children. These can be found at the bottom of the first column on page 81 of the *California Preschool Program Guidelines*:



Slides 2-4

- Intentional teaching
- Support of integrated learning
- Positive teacher–child relationships
- Positive home–school relationships
- Play as a context for learning
- Teacher planning time
- Qualified teachers
- Appropriate child–teacher ratios
- Individualized adult–child conversations that promote language and positive relationships
- Opportunities for children to learn and practice new vocabulary
- Frequent assessment that documents child progress and informs instructional planning
- Parent engagement



Slide 5

These are elements that support optimal development for all children, but young dual language learners need specific instructional strategies to support optimal developmental outcomes for them as well. The most important of these is the use of home language.



Slide 6

Because research has indicated “. . . an urgent need to carefully define, design, and implement best practices for preschool young DLLs” (*California Preschool Program Guidelines*, p. 81), let students know that they will now be exploring two approaches to program design that support integrated learning and development of young dual language learners in preschool. One is called “Balanced-English-and-Home-Language-Development Approach” (p. 82) and the other is called “English-Language-Development-with-Home-Language-Support Program Approach” (p. 83).



Active Learning

Getting it started

Assign students, in pairs, to explore a section in Chapter 6 that describes one of the two approaches described. More than one pair will be working on each approach, which could provide interesting discussions if there are differing perspectives.

Ask them to review the sections and record their responses to the following questions. This can be done with students recording their responses within each pair, or students could record their responses on sticky notes that could then be posted in an area designated for each program approach.



Slide 7

- What program or administrative factors might influence the choice of program approach for working with preschoolers who are dual language learners?
- What would be some benefits and challenges of this approach?
- What has to be in place for this approach to be successful?

Online Options

If there is online-discussion capability, faculty could facilitate a discussion of the three questions in the “Getting it started” segment. A separate discussion thread could be used for each program approach.

Each approach will have different details to consider. For example, those exploring a balanced approach will need to consider program structure. Those considering English-language-with-home-language support will need to consider the recommended strategies. In each case, students need to be thoughtful in their responses.

When they have had a chance to review their section and consider the questions, discuss what they found. Also ask what they would want to know more about.

Keeping it going

The California Department of Education has produced a set of two DVDs, titled *California Preschool Program Guidelines DVD Set*, to accompany the *California Preschool Program Guidelines*. Disc 2 contains a chapter that provides information and illustrations of the two program approaches discussed in Chapter 6. This can be found by opening Disc 2, choosing “Select Chapters” from the main menu,



Disc 2



and then choosing “Supporting Young Dual Language Learners: Program Approaches.” This segment is about 14 minutes long.

Let students know that they will be viewing these two approaches as they are used in some preschool settings in California.



Slide 8

Give students Handout 1, “Elements of High-Quality Preschool Programs for All Children,” with the list of elements of high-quality preschool programs, and ask them to check off the elements they see as they view the video. Because it is difficult to take notes and view the video at the same time, simply checking off the elements as they see them is appropriate for class-time viewing. If there is an opportunity for students to pause the DVD and/or move forward or backward through the DVD segment, they could be asked to record the examples of the elements as they see them.

Following the viewing, ask students to report which elements they saw and which they did not see. Many students will likely be able to describe examples that they remember. Also ask these two questions:

- What new information did you get from viewing the video?
- After seeing examples of the two approaches, can you think of additional benefits and challenges of each that were not included in the text? Note to Faculty: This is similar to the question they addressed in the “Getting it started” section, but they might have some differing perspectives now that they have viewed examples of each.



Slide 9

Another approach

On page 86 of Chapter 6, there is a list of teacher practices that support young dual language learners. If they have viewed the segment of the DVD as suggested in the “Keeping it going” section, ask if they can recall seeing any of these teacher practices in use.

If you have not used the DVD yet, consider using it to review teacher practices. Students can use Handout 2, “Interactions and Practices to Support Young Dual Language Learners,” to record their observations.



Slides 10-12

Taking it further

One of the recommended practices for addressing the specific needs of young dual language learners in high-quality programs relates to having staff get critical information about the use of language at



Slides 13-15



home and about the family and child in general. On pages 85 and 86 of the *California Preschool Program Guidelines*, Table 6.2 is a sample interview form that staff can use with families. It is recommended that this interview form be used in a face-to-face discussion.



Slides 16-17

If there are students who have or are currently working in programs with dual language children, ask if they have used this form or one like it. What was their experience?

If there are family members of young dual language learners in class, ask if they have ever been interviewed for this information. If so, what was their experience? If not, were there other ways that this information was given to staff?

Ask two students to role-play a staff person and a family member and conduct this interview.

When they have concluded the interview, ask students to discuss these questions:

- What was especially interesting to you?
- Are there things that you might add to this interview?
- What did you learn that you can put into practice now or in the future?



Slide 18

Reflection

When students have finished all or parts of the active learning, guide a reflective conversation centered on the following questions:



Slide 19

- Where did you find information that was new to you?
- Where did you find information that you disagreed with?
- Where did you find yourself wondering about something?
- How will this information affect your teaching or administrative practices now or in the future?

This second set of more general reflective questions can be used in this and other key topics for additional class discussion or to guide individual student journaling.



Slides 20-22

- Which ideas or part of this class session stood out most for you?
- What seemed familiar or reinforced what you already know or have experienced? What gave you a new perspective or insight that causes you to think differently about teaching preschool children and/or engaging their families?
- Why do you think the content of this class session was presented the way it was? How did this approach help you understand the content? What else would have helped? What does this tell you about how you learn?
- How will you decide what to apply from this class session in your work with preschool children and families? What will you do to ensure you will implement what you have decided to use?

Deeper Understanding

Chapter 6 of the *California Preschool Program Guidelines* is based on *California's Best Practice for Young Dual Language Learners: Research Overview Papers (2013)*. This key topic relates to the contents of Paper 3 in this collection: "Program Elements and Teaching Practices to Support Young Dual Language Learners."

Keep in mind that the suggested explorations are intended to familiarize students with the contents of Paper 3. They are not intended to provide an in-depth exploration of the topic.

Assign students or have them choose one of the following parts for review. Each part contains possible further divisions, though they are not formatted as such. Further division would require different sets of questions for subdivisions, and faculty could develop that deeper exploration for students who might be more familiar with research reviews. Students who are more familiar with research overviews could review the entire paper. The parts listed below are from Paper 3, "Program Elements and Teaching Practices to Support Young Dual Language Learners" from *California's Best Practice for Young Dual Language Learners: Research Overview Papers*.



Slide 23

- Part I: High-Quality Preschools for All Children (pp. 92–97)
- Part II: Language Use in the Classroom (pp. 97–102)
- Part III: Teaching Practices for Preschool Dual Language Learners (pp. 102–108)



Ask students to review their assigned part and look for key ideas and recommendations. Let them know that they will be reporting these back to the whole group. How faculty organize this reporting back depends on the size of the class and partly on students' familiarity with research reviews. Reporting could be done using one of the following methods:

Online Options

Students could post online their electronic presentations, written summaries, or photographs or scanned images of posters.

- Electronic slide presentation or other electronic format
- Written summary shared online
- Gallery walk in the classroom with areas designated for each part
- Poster presentations



Elements of High-Quality Preschool Programs for All Children

Check here if you see it in the video	Element of high-quality preschool programs Where possible, indicate whether you have seen these in relation to home language or to English.
	Intentional teaching
	Support of integrated learning
	Positive teacher-child relationships
	Positive home-school relationships
	Play as a context for learning
	Teacher planning time
	Qualified teachers
	Appropriate child-teacher ratios
	Individualized adult-child conversations that promote language and positive relationships
	Opportunities for children to learn and practice new vocabulary
	Frequent assessment that documents child progress and informs instructional planning
	Parent engagement

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 Handout 1 – Elements of High-Quality Preschool Programs for All Children



Interactions and Practices to Support Young Dual Language Learners

The following table can be used as a checklist to record if the interactions that nurture positive relationships that are listed were present in the DVD segment that you viewed. There is also space to record any examples that you remember after viewing the DVD. Where possible, indicate whether home language, English, or both were involved.



Check if you see it in the DVD	Interactions that nurture positive relationships between teachers and children who are dual language learners	Record any examples that you see in the DVD
	Teachers are physically near to children.	
	Teachers engage in social conversation with children.	
	Teachers express affection verbally and physically.	
	Teachers use a warm, calm voice, make eye contact when appropriate, and use respectful language when talking with children.	
	Teachers are flexible with children and allow children to make choices and express themselves.	

Unit 6: Support for Young Dual Language Learners
 Key Topic 3 – Program Approaches and Teaching Practices
 Handout 2: Interactions and Practices to Support Young Dual Language Learners