



California
Preschool Program
Guidelines

California Department of Education • Sacramento, 2015

Support for Dual Language Learners: Unit 6, Key Topic 3

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Young Dual Language Learners

Elements of High-Quality Preschool Programs

- Intentional teaching
- Support of integrated learning
- Positive teacher-child relationships
- Positive home-school relationships
- Play as a context for learning

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Young Dual Language Learners

Elements of High-Quality Preschool Programs

- Teacher planning time
- Qualified teachers
- Appropriate child-teacher ratios
- Individualized adult-child conversations that promote language and positive relationships

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Young Dual Language Learners

Elements of High-Quality Preschool Programs

- 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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Young Dual Language Learners

- The characteristics of high-quality preschool programs support optimal development for all children.
- Young dual language learners benefit from specific instructional strategies to support optimal developmental outcomes, particularly the use of *home language*.

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Program approaches supporting integrated learning and development

- “Balanced-English-and-Home-Language-Development Approach”
- “English-Language-Development-with-Home-Language-Support Program Approach”

California Preschool Program Guidelines, pages 82-83

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- 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?

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Young Dual Language Learners

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

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- 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?

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Positive teacher-child relationships are formed when teachers:

- Are physically near children.
- Engage in social conversation with children.
- Express affection verbally and physically.

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Young Dual Language Learners

Positive teacher-child relationships are formed when teachers:

- Use a warm, calm voice, make eye contact, and use respectful language when talking to children.
- Are flexible with children and allow children to make choices and express themselves.

Young Dual Language Learners

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.	

Young Dual Language Learners

“Family Languages and Interests Interview” Table 6.2, pages 85-86

- Addressing the specific needs of young dual language learners requires staff to get detailed information about the use of language, the family, and child at home.

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Young Dual Language Learners

Table 6.2. Sample Family Languages and Interests Interview³

Child's Name _____ Date _____
First Middle Last

Date of Birth _____ Gender: Male Female
Month Day Year

- How many family members live with you and the child? _____
- Who are the members of your family? _____
- Who is the primary caregiver of your child? _____
- What language does the primary caregiver speak most often with the child? _____
- What language(s) did your child learn when he or she first began to talk? _____
- Can you tell me what language(s) each of the following people in your household speak to your child?

	Only English	Mostly English, with some other language (identify)	Mostly other language (identify), with some English	Only other language (identify)
Mother (or you)				
Father (or you)				
Older siblings				
Grandmother				
Grandfather				
Aunt/Uncle				
Others, after school, community members				

3. See appendix A of California's Best Practices for Young Dual Language Learners (State Advisory Council on Early Learning and Care 2013, 207-8). This family interview form was developed by Espinosa, Mitera, and Magruder for the California Transitional Kindergarten program in 2010.

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Table 6.2. **Sample Family Languages and Interests Interview** (continued)

7. What are your feelings about maintaining your home language? _____

8. What special talents or interests does your child have? _____

9. Who does your child play with most often? _____

10. What are your aspirations for your child? _____

11. What are your expectations for the preschool year? _____

12. Do you have any hobbies or interests that you would like to share with your child's class?

13. Would you be interested in volunteering in your child's class? _____

14. If yes, preferred days and times: _____

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- If you have worked or are currently working in a program with dual language children, have you used this form or one like it to gather information about language use and interests?
- What was your experience?

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- If you have a young dual language learner in your family, have you ever been interviewed for this information?
- If so, what was your experience?
- If not, were there other ways your child's teachers approached getting information about your language use and interests at home?

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- 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?



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- 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?

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- 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?

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- 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?

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- 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?

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Paper 3: Program Elements and Teaching Practices to Support Young Dual Language Learners

California's Best Practice for Young Dual Language Learners: Research Overview Papers

- I: High-Quality Preschools for All Children
- II: Language Use in the Classroom
- III: Teaching Practices for Preschool Dual Language Learners