



Unit 6 – Support for Young Dual Language Learners

Key Topic 4: Further Considerations Regarding Young Dual Language Learners

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Focus Statement

Students explore five important content areas related to young dual language learners: assessment, family engagement, inclusion of children with special needs, transition to kindergarten, and early childhood educator competencies.

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.

- Child, Family and Community
- Introduction to Curriculum
- Teaching in a Diverse Society
- Practicum-Field Experience
- Administration I: Programs in Early Childhood Education
- Introduction to Children with Special Needs
- Curriculum and Strategies for Children with Special Needs

Instructional Methodologies

- Class discussion
- Class presentation
- Creation of a visual representation
- Jigsaw reading



- Pairs or small groups
- Reflective discussion
- 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
- Family and Community Engagement
- Dual-Language Development
- Observation, Screening, Assessments, and Documentation
- Special Needs and Inclusion
- Learning Environments and Curriculum
- Leadership in Early Childhood Education
- Professionalism
- Administration and Supervision



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Before You Start

There are five topics relating to young dual language learners that are briefly, but importantly, presented at the end of Chapter 6. These are “Assessment of Young Dual Language Learners,” “Family Engagement,” “Inclusion of Young Dual Language Learners Who Have Special Needs,” “Support for the Transition to Kindergarten,” and “Early Childhood Educator Competencies.” In this key topic, each of these is explored in a way that will support students in becoming familiar with their presentation in Chapter 6. Students will be asked to explore the content in Chapter 6 relating to one or two of these topics and to share them in a way that enables all students to know how they are described in the chapter. Keep in mind that the purpose of exploring these topics is to support students in becoming familiar with how they are addressed in Chapter 6. The intention here is not to engage in a comprehensive study of any of these five topics.

Three of these topics—assessment, family engagement, and inclusion—are provided further in-depth support by the California Department of Education, Early Education and Support Division through papers that provide overviews of research in these areas and sets of recommendations based on this research. These are among the overviews of research collected in *California’s Best Practices for Young Dual Language Learners: Research Overview Papers*, developed by the Governor’s State Advisory Council on Early Learning and Care and the California Department of Education in 2013.

Additional exploration of these three research overview papers is provided in the “Deeper Understanding” segment of this key topic. These explorations are not intended to immerse students in the details of the research overviews but rather to support them in becoming familiar with the issues addressed and the recommendations presented. Each of these three research overview papers would be appropriate for individual courses devoted to each of the topics. Unit 3, Key Topic 3, Subtopic 1 of this instructional guide also includes a review of Paper 4, one of the three research overview papers suggested for this key topic.

In addition, these three topics are also addressed in the *California Preschool Program Guidelines DVD Set* produced by the California Department of Education, Early Education and Support Division to accompany the *California Preschool Program Guidelines*. Information from Discs 1 and 2 of this set is included in the active learning



that follows, with a set of questions for reflecting on the content of specific segments of the DVD.

How faculty use this key topic will depend on the course content and level of students in a class. It can be used fully, or specific topics can be extracted to support integrating young dual language learners into specific courses, such as courses relating to assessment, working with families, inclusion, or any number of other courses. The instructional strategies suggested here for exploring the five topics, viewing the DVD, and exploring the overviews of research are by no means exhaustive but are designed to provide ways to familiarize students with the important issues relating to young dual language learners as they are reflected in the *California Preschool Program Guidelines*. Faculty might find, as they review the methodologies suggested here, that other methodologies come to mind as these very rich and important topics are addressed.

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



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Present the five topics addressed in this key topic to students:

- Assessment of Young Dual Language Learners
- Family Engagement
- Inclusion of Young Dual Language Learners Who Have Special Needs
- Support for the Transition to Kindergarten
- Early Childhood Educator Competencies

Active Learning

Getting it started

Depending on class size, assign students individually or in pairs to each topic. Let them know that they should consider how they can



present their responses to all students in the class as they do the following steps:



Slide 3

1. Carefully read the text relating to your topic in Chapter 6.
2. Find one or two key ideas and record them in one or two sentences.
3. Describe what is most interesting to you about this topic.
4. Describe why this topic matters when working with young dual language learners.

Online Options

Students could post online the key ideas, what they found interesting about their topic, and reasons the topic is important from their assigned reading. They then review their classmates' postings in preparation for developing a presentation.

Keeping it going

When they have completed these steps, organize students into pairs if they have worked individually or into groups of two pairs if they have already worked in pairs. They should be meeting with others who have addressed the same topic. Ask them to compare responses with the others in their group and then agree on one or two key ideas and one or two reasons why this topic matters when working with young dual language learners.

Next, ask students to determine an effective way to present this information to the whole class in about a five-minute time frame. Some ways to consider presenting to the class could include a poster, oral presentations with electronic slide support, or a panel presentation by a group.

Depending on the size of the class and the amount of time in the syllabus devoted to working with this chapter, students can either carry out their presentations or describe them to the rest of the class. Remind students that they are not to consider this topic in depth but to focus on what information is in the text relating to this topic.

Taking it further

The California Department of Education, Early Education and Support Division has produced the *California Preschool Program Guidelines DVD Set*, a set of two DVDs to accompany the *California Preschool Program Guidelines*. Disc 1 has a chapter relating to assessment titled "Assessing Children's Development and Learning"

Disc 1 and
Disc 2



and a chapter relating to inclusion titled “Including Children with Disabilities or Other Special Needs.” On Disc 2 there is a chapter entitled “Supporting Young Dual Language Learners: Considerations for All Programs,” which is about 16 minutes long. There is a segment beginning almost 11 minutes into the chapter that is called “Connecting With the Families of Young Dual Language Learners.” Any of these segments could be viewed to add to exploration of the text in Chapter 6 of the *California Preschool Program Guidelines*. To access any of these DVD chapters, open the disc to the main menu and click on “Select Chapters.” Then click on the desired chapter and move the sliding cursor to the segment that is to be viewed.

As they view these DVD segments, students could consider again these questions:



Slide 4

- What was most interesting to you?
- What was new information?
- What can you take from this into your work with young children who are dual language learners and their families?

Reflection

As students complete any or all of the active learning sections, ask them to reflect on the following questions:



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- Which information was new to you?
- Which information were you very familiar with?
- Where did you find yourself surprised by some information?
- What did you think was missing?
- Did you discover any obstacles of your own in working with young dual language learners and their families? What are they? How can you work to overcome them?
- What do you want to learn about more deeply? How can you do that?

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 7-9

- 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

Three papers in *California's Best Practices for Young Dual Language Learners: Research Overview Papers* directly address three of the topics in this key topic. Depending on the course content and the familiarity of students regarding research overviews, the following is suggested for each of the three overviews of research. Keep in mind that these learning experiences are not intended to be exhaustive explorations of the research overviews but to familiarize students with the content of the reviews.

The three topics are presented in the order in which they are addressed in Chapter 6.

Research Overview Paper 5. Assessment of Young Dual Language Learners in Preschool

This paper is organized around four questions, which are found on page 173 of *California's Best Practices for Young Dual Language Learners: Research Overview Papers*:

1. What are the important linguistic, cultural, and background factors to consider in the assessment of young DLLs?
2. What are the most appropriate methods for assessing young DLLs for certain purposes (e.g., instructional improvement and developmental screening)?
3. What technical considerations are required for testing DLLs?



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Slide 11-12



4. What do preschool teachers need to know about valid assessment of DLLs?

As an individual assignment or in pairs, assign students to one of the four questions. The following table is one way faculty may choose to focus the information that students review in answering each question.

Question	Information source
1. What are the important linguistic, cultural, and background factors to consider in the assessment of young DLLs?	<ul style="list-style-type: none"> • Pages 174–182 • Also information from some of the pages for question 2
2. What are the most appropriate methods for assessing young DLLs for certain purposes (e.g., instructional improvement and developmental screening)?	<ul style="list-style-type: none"> • Pages 176–189 • Table 1 (pp. 205–206)
3. What technical considerations are required for testing DLLs?	<ul style="list-style-type: none"> • Pages 189–192 • This question might be combined with another question, since it is only three pages, but also might require some prior knowledge of assessment in early childhood.
4. What do preschool teachers need to know about valid assessment of DLLs?	<ul style="list-style-type: none"> • Pages 192–194 • Figure 1 (pp. 202–204)

Because these suggested pages from *California's Best Practices for Young Dual Language Learners: Research Overview Papers* are not in equal number across the four questions, faculty might want to consider having the whole class address question 4 and combine question 3 with either question 1 or question 2. Additionally, question 3 might be more appropriate for students with some knowledge of



assessment in early childhood. How these questions are organized for any class would depend on class size and the students' experience.

Explain to students that they will be reporting back to the whole class about their findings, so they will need to consider how to do this effectively and efficiently. It will be important to include answers to the following questions:



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- How would you answer the question?
- What are two or three key ideas?
- What are two or three research findings that are presented?
- Are there any recommendations in the section reviewed?
- What is it especially important for professionals working with young children who are dual language learners and their families to know based on the information covered?

Online Options

Students could post online their findings from their review of the research overview papers.

Before students begin their exploration, as a class decide how the reporting back to the class should be done. It can be done orally, in writing, in class, online, or many other ways. An agreed-upon way to do this will produce information that is accessible to all students.



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Research Overview Paper 4. Family Engagement in Early Childhood Programs: Serving Families of Dual Language Learners

This paper from *California's Best Practices for Young Dual Language Learners: Research Overview Papers* is divided into major segments but begins with a review of important findings (pp. 121–122) and some terminology and definitions (pp. 122–124).

These initial sections might be best approached as a whole class, with a simple reading and review of the important findings and definitions. Following this review of the first two sections, students can address the main topics in the research overviews in one of two ways:

1. Each student can prepare an outline of the main points of the paper, following the topics listed below. This would be a major



reading and writing assignment. Since this is a research overview, it would be appropriate to ask students to include in their outline an indication of how this connects to their work.

2. Following the introductory material, Paper 4 from *California's Best Practices for Young Dual Language Learners: Research Overview Papers* is divided into five main sections with subsections in each one. They are as follows, with the addition of the section on "Mismatch and Obstacles":



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- Mismatch and Obstacles (pp. 124–128)
- Engaging Families to Support their Children's Development in the Program Setting (pp. 131–144)
- Engaging Families to Support Their Children's Development at Home (pp. 144–150)
- Utilizing Community Resources to Support Family Engagement (pp. 150–151)
- Promising Practices (pp. 151–157)
- Recommendations for Supporting Children's Development in the Program Setting (pp. 157–160)

To familiarize students with the content of this research overview, a jigsaw approach is suggested. This would involve assigning individuals, pairs, or small groups to one or more of the main sections and asking them to consider the following questions:



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- What are the key ideas?
- What most interested you about the information?
- What can you use in your work with young dual language learners and their families?

The section on recommendations could be reviewed by all, and each group could find recommendations that are derived from the section they reviewed. These could also be reported to the whole group.

The section on "Promising Practices" could also be reviewed by the whole class. This section contains descriptions of promising practices and model programs that have been supported by research



findings. This section in itself could be addressed in a jigsaw fashion, with students being assigned to individual practices or programs to review and share with the whole group.

All of the students' findings could be shared with the whole group in a number of ways: orally, in class, in a written format submitted online, in a chart or poster format in class, or some combination of these and other methodologies.



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Research Overview Paper 6. Early Intervention and Young Dual Language Learners with Special Needs

This research overview from *California's Best Practices for Young Dual Language Learners: Research Overview Papers* begins with four questions that are the focus of the paper. It then provides findings that were found in relevant research that address these questions. The research is organized primarily by the target populations of the studies reviewed in this paper, and the overview concludes with implications for practice.



Slides 20-21

This overview paper could be approached in a similar fashion to the previous two papers. That would involve reviewing the questions and findings on page 210 of *California's Best Practices for Young Dual Language Learners: Research Overview Papers* as a group and then having students, individually or in pairs, investigate one or two target populations reviewed in this paper and report to the whole group on key ideas. Because this is a relatively short paper—17 pages—another way would be to assign students individually or in pairs to one of the four questions and ask them to review the paper to locate findings that might respond to their assigned question. This would take them into each of the target populations of the studies reviewed in this paper and might provide some insights across the target populations. Before beginning this approach, it would be good to discuss with students the limitations of the research base for young dual language learners with special needs (*California's Best Practices for Young Dual Language Learners: Research Overview Papers*, pp. 211–212). Again, it would be important to report each student's work to the whole group.