

Competency Area:	Dual-Language Development
Introduction:	<p>The term dual-language development refers to the process of acquiring both the home language and English.¹ Dual-language learners may speak their home language and learn English as they enter preschool or elementary school (“sequential” bilinguals), or they may develop both English and their home language at the same time and at comparable levels at home and in early education settings (“simultaneous” bilinguals) (Garcia & Jensen, 2009; (CDE 2008b). This competency area addresses the knowledge and skills that early childhood educators need to support the optimal development and learning of young dual-language learners as well as the relatively small number of young children who learn more than two languages. It is based on current research and knowledge about dual-language acquisition as well as an understanding that dual-language learners represent a variety of social, cultural, and linguistic perspectives, diverse characteristics, and experiences. Key concepts include acknowledgement of young children’s ability to develop proficiency in both English and the home language, recognition of the home language as the vehicle by which children are socialized into their families and communities (CDE 2009a).</p>
Key Concepts:	<ul style="list-style-type: none"> ▪ Young children are capable of learning more than one language and must be supported in all the languages they are learning in order to achieve competence. ▪ Collaboration among families and early educators promotes children’s optimal language development in the home language and in English, as well as their development and learning in all areas. ▪ Young dual-language learners birth through age 5 years are developing a foundation in the home language and English at the same time. ▪ Language and literacy development are essential and foundational for development and learning. ▪ A multilingual environment is a positive learning environment for children and adults.

¹ Several California Department of Education resources that are part of the California Learning and Development System use the terms of English-language development and children who are English learners to refer to dual-language development and dual-language learners. Those publications include the Preschool English Learners Resource Guide, the preschool learning foundations, the infant/toddler learning and development foundations, and the preschool and infant/toddler curriculum frameworks. Recently, an increasing number of experts and Head Start have recommended the use of the terms dual-language development and dual-language learners because young children who are monolingual English learners are still in the process of learning English during the birth-to-5 years. In light of this recommendation, the CDE has decided to adopt this terminology in new early childhood publications, beginning with the ECE Competencies. The information presented in the Learning and Development System resources that use English-language development terminology completely applies to the parallel concept of dual-language development.

Dispositions:	<ul style="list-style-type: none"> ▪ Views self as a language teacher of young dual-language learners ▪ Views self as a language learner ▪ Values and respects the home language(s) and culture(s) of all children ▪ Values and initiates open communication with families as the first teachers of young dual-language learners ▪ Creates a climate of belonging to facilitate the learning of dual-language learners ▪ Views multiple language use as a positive attribute ▪ Views families as children’s primary teachers
Performance Areas:	<ul style="list-style-type: none"> A. Dual-Language Program Models and Strategies B. Development of the Home Language and of English C. Observation and Assessment of Young Dual-Language Learners D. Relationships with Families of Dual-Language Learners

A. Dual-Language Program Models and Strategies

Topics	Level I	Level II <i>Level I, plus:</i>	Level III <i>Level II, plus:</i>	Level IV <i>Level III, plus:</i>
Program strategies	Participates in the implementation of the program’s support to dual-language learners and seeks guidance from other staff and colleagues as needed. Knows a variety of program models that serve young dual-language learners.	Facilitates discussions and planning with staff and colleagues regarding the implementation of a particular program in the group setting, taking into account the children and families served as well as staff qualifications and experience.	Facilitates the articulation of a clear, consistent program model at the site; collaborates with families, staff, and other community members as appropriate to build support for program model. Conducts ongoing evaluation of the evidence-based program being implemented. Supports language acquisition in adult learners. Develops and implements hiring policies and job descriptions for staff in compliance with regulations or other requirements, and with consideration for the diverse linguistic experiences	Facilitates discussions among early childhood educators, families, and other community leaders about the appropriateness of various educational programs designed to support dual-language learners in early education settings. Identifies and addresses the need for additional information, research, or support. Identifies and addresses issues related to hiring practices in a variety of early education settings including recruitment and retention of a diverse workforce reflecting the languages of families and the

			of children and families.	community.
Engagement of young dual-language learners and their families	Assists with offering a variety of developmentally appropriate, individually meaningful, and culturally responsive ways for young dual-language learners to participate in the group. (CDE 2009).	Works with colleagues to create various opportunities for young dual-language learners and their families to participate in the group throughout the day	Collaborates with families and colleagues to provide a variety of ways for young dual-language learners and their families to participate throughout the program and models one-on-one, group opportunities, and peer-to-peer unstructured activities.	Works with families, early childhood educators, and other community leaders to identify and address structural factors, such as group size, and ratios, and process factors including teacher sensitivity and dispositions that influence the engagement of diverse young dual-language learners in early education settings. Creates professional development opportunities to ensure staff is able to support families.

B. Development of the Home Language and of English

Topics	Level I	Level II <i>Level I, plus:</i>	Level III <i>Level II, plus:</i>	Level IV <i>Level III, plus:</i>
Home language and English	Demonstrates understanding that young dual-language learners are often encountering English for the first time in the early education setting, and that honoring children's home language fosters positive social-emotional development as well as development and learning in all other areas. Able to support home language development.	Plans with families, colleagues, community members, and others who support children's development and learning to incorporate practices that honor the home language as a vital foundation for promoting and facilitating English-language development.	Collaborates with families and colleagues to design an educational program that incorporates children's home language(s). Encourages families, colleagues, and community members to use children's home language(s) and provides training or support as needed. Conducts ongoing evaluation of programmatic support for children's home	Communicates with the larger community about the educational program, providing a rationale for supporting the home language while fostering English-language development as key to the positive social-emotional development as well as development and learning in all other areas. Anticipates changes in community demographics and prepares early education settings to respond accordingly, such as

			language(s) and uses data to make program improvement.	conducting outreach to new populations in their home language(s).
Knowledge of dual-language development (CDE 2009)	Knows that young dual-language learners need support in both home language development and English-language development. Applies active listening and observation to understand language development.	Initiates discussions with staff, colleagues, and families about ways in which children develop both the home language and English and implications for supporting the learning of young children in all developmental domains. Implements an educational program that is designed to facilitate children's English-language development.	Collaborates with families and colleagues to design an educational program that facilitates children's home language and English language development. Conducts ongoing evaluation of the educational program.	Communicates with the larger community about how children develop both their home language and English, and how this knowledge is applied in early education settings. Provides professional development opportunities on dual-language development. Disseminates evidence from research that applies to practice on dual-language acquisition. Stays current on research and best practices.
Strategies to support English language development (Note: Adapted from CDE English-Language Development in Curriculum Framework, in press)	Assists in implementing a range of developmentally appropriate and culturally responsive strategies that support second-language acquisition, which may include creating a climate of belonging, providing scaffolds, focusing on children's interests, and encouraging peer support (CDE 2009).	Implements a range of strategies to support young dual-language learners and supports colleagues in the implementation of strategies. Communicates with families about support strategies for young dual-language learners.	Collaborates with families and colleagues to develop effective strategies to support young dual-language learners. Provides professional development and strategies to support second-language acquisition. Conducts ongoing evaluation of the implementation of strategies.	Facilitates discussions with families and family advocates, early educators, and other community leaders on the development and implementation of evidence-based strategies to support diverse young dual-language learners in a variety of early education settings. Conducts outreach to recruit adults who speak the languages spoken by the families and promotes the use of multiple languages by the adults in the learning environment.
Practices to promote literacy and language	Carries out a range of developmentally appropriate and culturally responsive practices that promote the literacy and language development of young	Creates opportunities for young dual-language learners to engage in a range of learning experiences—including	Collaborates with families and colleagues to create a program that systematically incorporates a range of individualized practices designed to promote	Collaborates with families, early educators, and other community leaders to identify strategies for promoting literacy and language development for young dual-

development	dual-language learners. Articulates practices to strengthen and promote literacy development by expressing interest in print, drawing attention to sounds, engaging in conversation, building letter knowledge and vocabulary, and linking literacy and language to the home and community (CDE 2009).	encouraging children to play with language—that promote literacy development in their home language and English. Communicates with families and colleagues about children's literacy experiences at home and in the early education setting.	the literacy development of young dual-language learners. Provides resources including instructional materials and professional development on practices to promote literacy development. Conducts ongoing evaluation of the program's literacy-support activities.	language learners in early education settings, at home, and in the community. Provides professional development on how to incorporate practices that promote the literacy and language development of young dual-language learners.
-------------	--	--	---	---

DRAFT

C. Observation and Assessment of Young Dual-Language Learners

Topics	Level I	Level II <i>Level I, plus:</i>	Level III <i>Level II, plus:</i>	Level IV <i>Level III, plus:</i>
Language and literacy assessment instruments	Becomes familiar with languages spoken by children and families in the group. Assists with administering literacy assessment instruments, recognizing the importance of assessing young dual-language learners in both the home language and in English. Participates in planning based on individual assessment information.	Collaborates with staff and colleagues to assess young children's knowledge and skills in language and literacy in both the home language and English and conducts planning based on individual assessment information. Uses designated assessment instruments with an understanding of some of the advantages and limitations. Communicates with families about the value of assessment and its role in supporting children's learning and development. Shares assessment information about individual children with families.	Incorporates input from colleagues and families, as appropriate, in the selection of developmentally appropriate, culturally sensitive, valid, and effective language and literacy assessment instruments. Promotes collaborative planning based on individual assessment information. Communicates with families about the program's approach to assessment. Informs early childhood educators on how to use assessment information in planning learning opportunities for individual children.	Advocates in the community and facilitates discussions among early childhood educators and families to develop guidelines for the developmentally appropriate and culturally sensitive assessment and transition process of young dual-language learners in early education settings. Provides professional development and conducts ongoing program improvement based on language and literacy assessment information.
Observation	Contributes to observation of young dual-language learners across a variety of settings or activities. Participates and contributes to discussions on the use of observation in curriculum planning.	Observes young dual-language learners in a variety of physical and social contexts, solicits input from families and colleagues, and documents observations. Shares documentation with families and colleagues based on observations. Uses observations to inform interactions with children and the curriculum planning process (California Preschool Curriculum Framework, Vol. 1, in press).	Provides professional development on observation of young dual-language learners in a variety of physical and social settings as well as in the application of information gathered through observation. Facilitates reflection among colleagues and families on how observation of young dual-language learners can shape program practice and adaptations.	Develops systems to conduct observations of young dual-language learners across a variety of settings and how to interpret and apply observational documentation to shape program practice and curriculum planning in early education settings. Disseminates research findings on observation and facilitates conversations with colleagues on how to apply research to practice.

D. Relationships with Families of Young Dual-Language Learners

Topics	Level I	Level II <i>Level I, plus:</i>	Level III <i>Level II, plus:</i>	Level IV <i>Level III, plus:</i>
Linguistic and cultural diversity	Demonstrates awareness of the languages that children in the group speak at home. Responds to children and families in a way that acknowledges their diverse linguistic and cultural experiences.	Actively engages with families to learn about the specific linguistic and cultural experiences of young dual-language learners in the group. Articulates that young dual-language learners bring diverse linguistic and cultural experiences, even if they share a home language.	Collaborates with families and colleagues to reflect diversity of linguistic and cultural experiences in program planning and goal-setting by promoting and recruiting staff that is able to authentically carry out activities.	Facilitates conversations among early childhood educators, and community leaders about addressing diverse linguistic and cultural experiences in early education settings and actively recruits individuals from the community that reflect the diversity of the children and families.

