Supporting Children Who Are Dual Language Learners
Syllabus: *In-Person Course*

Instructor Contact Information

Name:

Email:

Phone:

Office location:

Office hours:

Course Description

This course focuses on building the capacity of educators in the early childhood field to be able to respond to the unique needs of children who are dual language learners (DLLs), birth to age 5. It makes connections between research-based effective practices, program policies, and broader societal systems with the goal of enabling educators to positively adapt their everyday classroom interactions and environments. The course emphasizes gaining a deep understanding of language and literacy development of children who are DLLs, in addition to an understanding of strategies that can be used to support learning in any content area.

Nationwide, 32% of children birth to age 5 are considered dual language learners (Weyer, 2018). Rapid growth of this segment of the population in most areas of the United States creates a need for educators to expand and enhance their knowledge of child development and teaching strategies to include an understanding of first and second language acquisition, cross-cultural awareness, and DLL curricular supports. In this course you will be encouraged to actively engage in learning as a critical thinker and reader of a variety of materials that will serve you for the duration of your career. Observing and working with children who are DLLs and their families are a primary means through which application will be taught. During these times, you will have access to support from your instructor as well as fellow course participants.

Objectives

Participants will:

1. Learn to implement effective teaching strategies based on research and theory in first and second language development, cross-cultural awareness, and curricular supports for children who are DLLs.
2. Internalize, evaluate, and use evidence-based research, resources, and practices to facilitate the growth and abilities of children who are DLLs, ages birth to 5.
3. Apply knowledge and skills to implement individualized, specific strategies that promote the growth and abilities of children who are DLLs in all early learning domains to promote school readiness and long-term success.

In order to develop these professional abilities, participants in the course will read about, discuss, and use:

Foundational knowledge of:

- Demographics of children who are DLLs and how current demographics affect assessment and teaching practices.
- The importance of continued home language development in children who are DLLs.
- Screening and assessment processes and tools commonly used to evaluate the language skills and knowledge of children who are DLLs.
- The role of culture in building relationships with families and providing relatable and sustaining content for early learning.

Application of knowledge to:

- Partner with families who speak a language, or languages, other than English to use their home language(s) to help their children learn to listen, speak, read, and write in their home language(s) and in English.
- Create language-rich classroom environments in which children's code-switching, word mixing, and translanguaging are acknowledged, supported, and used to promote continuous English and home language learning in young children who are DLLs.
- Develop, implement, and evaluate effective lessons, teaching strategies, and play-based instructional experiences designed to facilitate early English and continuous home language development every day for children who are DLLs, birth to age five.

Grading

Participation/Professionalism	25%
Reading Reflections	15%
CORP Feedback	20%
Video Assignments	20%
Remaining Assignments	20%

Expectations

Participation/Professionalism (25%: Grading per Instructor)

You are expected to come to class prepared to discuss any assigned readings and to actively engage during classroom activities and discussions.

Reading Reflections (15%: Grading per Instructor)

In this course, you will complete required readings. At times, you will synthesize your thoughts from the readings in reflection assignments. Guiding questions will be offered for each reading reflection. Reading reflections will be assessed on quality, which includes but is not limited to, addressing the guiding questions, conciseness, and specificity in regard to making connections with course content.

CORP Feedback (20%: Grading per Instructor)

Given that thoughtfully adaptive teaching of oral and written language to a diverse group of children is complex, educators cannot do it alone. Throughout the course you will video record yourself working with children and their family. You will then share your videos in Communities of Reflection and Practice (CORP) where your peers and instructors will provide support and feedback to help you improve your practice. Your participation in this group is meant to help you form personal connections with one another, facilitate high-level collaboration, and improve your ability to provide coach quality feedback to yourself and peers. Quality of feedback must include a loving critique and an affirming comment (i.e. what can be improved and what your peer did well).

Video Assignments (20%: Grading per assignment rubric)

In this course, you will complete assignments that are very practitioner oriented. These help you build your portfolio of resources for your work as an educator. Examples include lesson plans, self-and program reflections, and environmental assessments. These assignments help bridge theory to practice. Each session includes assignments designed to help course participants enhance their knowledge about oral and written language development and communication in young children who are DLLs. In addition, these assignments will help participants apply their knowledge to help each child, in partnership with the child's family members, develop oral and written language abilities and become an effective communicator.

Remaining Assignments (20%: Grading per assignment rubric)

In this course, you will complete a variety of assignments including but not limited to filling out a profile for your child who is a DLL, creating a list of commitments to families, and intentional lesson planning. Each assignment will have accompanying guidelines and a rubric. Assignments will be assessed by certain qualities, including but not limited to referencing information from class, consideration of family and child voices, and attention to detail through observation and listening to such voices.

Note on Video Recording

As noted above, in some assignments participants are asked to video record classroom interactions, review video footage, and edit several small clips for the instructor and peers to view. Instructors will include guidance for this process by providing training and detailed guides for video recording and editing for use with the EarlyEdU Coaching Companion.

Time Estimations

(Note: Institutions will need to update this section as required. Initial text is provided; institutions will need to provide all their own details here).

> The estimated time commitment for each session is 5-8 hours. This estimates that you will spend a total of 3 hours working "in class" (instructor to provide specifics on their class schedule) and an additional 2-5 hours of readings and assignments out of class. These are estimations. Some sessions may include assignments that require more than 5 hours out of class (e.g., completing the planning, video, reflecting, and feedback

cycles) while others may take less. Additionally, some participants may complete assignments more quickly than others. Some participants may review readings and videos multiple times and spend more time on their assignments. There is no exact time designation; you are encouraged to communicate with your instructor for any questions on due dates, extensions, and workload.

Accommodations

(Note: Institutions will need to update this section as required. Initial text is provided; institutions will need to provide all their own details here).

We want you to have the best possible experience in this class. At the *(your institution),* we aim to create inclusive and accessible learning environments consistent with federal and state law. If you experience barriers, please seek a meeting with *(Insert the department or person at your institution responsible for special accommodations)* to discuss and address them. If you have already established accommodations with that office, please inform your instructor about the approved accommodations as soon as possible so we can discuss your needs in this course.

Course Authors

This course was collaboratively developed by the following consultants and writers:

- **Karen Nemeth**, Ed.M., Senior Training/Technical Assistance Specialist for DLLs, National Center for Early Childhood Development, Teaching, and Learning
- **Dr. Soojin Oh Park**, Assistant Professor in Early Childhood and Family Studies, University of Washington College of Education
- **Dr. Cricket Limlingan**, Research Scientist, University of Washington
- **Cinthia I. Palomino**, Ed.S., Ph.D. Candidate, Learning Sciences & Human Development
- **Kayla Chui**, Doctoral student at University of Washington
- **Anna McAloon**, M.Ed., Content Developer at University of Washington

Course Schedule

Session 1: Frameworks and Foundations		
Introductions, Objectives, and Course Overview High-Quality Early Childhood Education Intentional Teaching Definition of Dual Language Learner	Video Assignment- Self-Introduction	Self-Introduction: Practice making and uploading a video to introduce yourself to the class.
	Assignment- Reading Reflection	Reflect on the concepts of "developmentally appropriate practice", being an "intentional" teacher, and the Head Start Early Learning Outcomes Framework as they relate to your everyday work.
	Assignment- Parent Permission Media Release Forms	Distribute film permission slips to families and staff. Collect all to be prepared to start filming.
	Assignment- Readings	1. Administration for Children and Families (2015). *Getting Started with the Head Start Early Learning Outcomes Framework: Ages birth to five*. Retrieved from: https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/el of-getting-started.pdf 2. Early Head Start National Resource Center. 2011. *News you can use: Developmentally appropriate practice*. News for Head Start, Early Head Start, & Migrant/Seasonal Head Start Programs. Retrieved from: https://eclkc.ohs.acf.hhs.gov/sites/default/files /pdf/nycudap.pdf

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		Additional Resources:
		Buysse, V., Peisner-Feinberg, E., Páez, M., Hammer, C., & Knowles, M. (2013). Effects of early education programs and practices on the development and learning of dual language learners: A review of the literature. *Early Childhood Research Quarterly, 29*(4), 765-785.

Session 2: First and Second Language Development		
DLL Characteristics

Demographics and Trends

Oral Language Development

Stages of Language Development

Second Language Acquisition

Code switching, word mixing, and translanguaging | Assignment- **Case Study Part 1**: Gathering Data | Throughout the course, participants will be building a case study of a child who is a dual language learner. The process of putting together the case study will show participants how to gather information about a child, intentionally prepare lessons that meet the unique needs of the child who is a DLL, engage the family, and use assessment to guide instruction.

Data Gathering: Choose a child who is a dual language learner who you will work with throughout the course.

Complete a **dual language learner profile** for this child. Ensure that you have their signed Parent Permission Media Release form since you will have to film the child and yourself with the child throughout the course. |
| | Assignment- CORP Response | Comment on at least 1 CORP members' post. Respond to at least 1 comment made on your posts. Comments and responses should follow the guidelines in the assignment handout. |

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	Assignment- Readings	1. Colon, I. (2019). Bringing Translanguaging into dual language education programs. Retrieved from: https://www.newamerica.org/education-policy/edcentral/bringing-translanguaging-dual-language-education-programs/
		2. Hoff, E., Core, C., Place, S., Rumiche, R., Señor, M., & Parra, M. (2012). Dual language exposure and early language development. *Journal of Child Language, 39*(1), 1–27.
		3. The Office of Head Start & NCQTL (May 2015). Supporting children with disabilities who are also dual language learners. Retrieved from: https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/dd-webinar-05-2015-followup.pdf
		Additional Resources: Flores, N. (2019). Why a raciolinguistic perspective passes the classroom reality checklist. Retrieved from: https://educationallinguist.wordpress.com/2019/03/03/why-a-raciolinguistic-perspectives-passes-the-classroom-reality-check/
		Place, S., & Hoff, E. (2011). Properties of dual language exposure that influence 2-year old's bilingual proficiency. *Child Development, 82*(6), 1834-1849.

Session 3: Language Program Models

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The Foundation of Successful Learning Second Language Acquisition Theories: A Review Language Instruction and Program Models	Assignment- Individual Reflection	The purpose of this assignment is to reflect on how the concepts learned in class about language instructional models connect to your everyday working experience. Reflection includes identification of language instructional models used by educators in their own classroom and the strengths and weaknesses of each one of them.
	Assignment- Readings	1. Valentino, R. A., & Reardon, S. F. (2015). Effectiveness of four instructional programs designed to serve English learners: Variation by ethnicity and initial English proficiency. *Educational Evaluation and Policy Analysis, 37*(4), 612-637. Retrieved from https://journals.sagepub.com/doi/pdf/10.3102/0162373715573310

Session 4: Screening and Assessment of DLLs		
Overview: Screening and Assessment Screening Assessment	Assignment- Readings	1. National Center on Early Childhood Development Teaching and Learning. (n.d.). *Screening Dual Language Learners in Early Head Start and Head Start: A Guide for Program Leaders*. https://eclkc.ohs.acf.hhs.gov/child-screening-assessment/article/screening-dual-language-learners-early-head-start-head-start *Additional Resources:*

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Standardized Screening and Assessment Instruments		The Early Head Start (n.d.). Look at me! Using focused child observation with infants and toddlers. Retrieved from https://eclkc.ohs.acf.hhs.gov/video/look-me-using-focused-child-observation-infants-toddlers (video) The Early Head Start (n.d.). Clearing your view: Staying objective in observation. Retrieved from https://eclkc.ohs.acf.hhs.gov/video/clearing-your-view-staying-objective-observation (video)
	Assignment- Assessment Requirements Analysis	Review the child screening and assessment requirements of an early childhood program and describe them in detail. Describe specifically how the requirements address the needs of dual language learners.

Session 5: Language and Literacy		
Background Knowledge Vocabulary Development Phonological Awareness Alphabet/Letter Knowledge	Assignment- **Case Study Part 2**: Intentional Teaching Lesson Plan	1. Reflect on your program by filling out the Intentional Teaching handout. Answer reflection questions and post on CORP. 2. Complete the Intentional Teaching Lesson Plan Form for the lesson you will be teaching to your child who is a DLL.
	Assignment- CORP Response	Comment on at least 1 CORP members' post. Respond to at least 1 comment made on your post.

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Print Awareness		Comments and responses should follow the guidelines in the assignment handout.
	Assignment- Readings	1. Marshall, Elizabeth, & Toohey, Kelleen. (2010). Representing family: Community funds of knowledge, bilingualism, and multimodality. (Case study). *Harvard Educational Review, 80*(2), 221-242. http://faculty.educ.ubc.ca/norton/Marshall%20and%20Toohey%20in%20HER.pdf 2. Espinosa, L. & Magruder, E. (2015). Practical and Proven Strategies for Teaching Young Dual Language Learners. In L. Espinosa (Ed.), Getting it RIGHT for young children from diverse backgrounds: Applying research to improve practice with a focus on dual language learners (Second ed.) (76-113). Boston: Pearson. https://www.earlychildhoodwebinars.com/wp-content/uploads/2016/01/Chapter-4_Practical-and-Proven-Strategies-for-Teaching-Young-Dual-Language-Learners.pdf 3. [SEAL]. (2018, September 18). A dual language preschool classroom [video file]. Retrieved from: https://www.youtube.com/watch?v=tHZLF9S7jNg ***Additional Resources:*** Genesse, F. (n.d.) The home language: An English language learner's most valuable resource. Colorín Colorado. Retrieved from: https://www.colorincolorado.org/article/home-language-english-language-learners-most-valuable-resource

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Session 6: Adult-Child Interactions to Promote Literacy		
Everyday Interactions: A Deep Dive Shared and Joint Attention Follow the Child's Lead Talking and Having Conversations (The CAR Strategy) Types of Conversations in the Classroom	Video Assignment: **Case Study Part 3**: Intentional Teaching Lesson Plan Delivery	Use the Intentional Teaching Lesson Plan that you created and deliver the lesson. Video record yourself and post for feedback from your CORP group. Reflect on your own lesson.
	Assignment- CORP Response	Comment on at least 1 CORP group members' post. Respond to at least 1 comment made on your posts. Comments and responses should follow guidelines in the assignment handout.
	OPTIONAL Assignment- Activity Brainstorm	Identify an activity you usually engage in with children in your preschool or home cares and brainstorm different ways you could engage in this activity and expand the conversation on that same topic (use the "bubble" activity as your example). Please write a 1-page, single-spaced paper.
	Assignment- Readings	*Additional Resources (Optional):* Early Head Start (n.d.). Early essentials webisode 8: Responsive interactions https://eclkc.ohs.acf.hhs.gov/video/early-essentials-webisode-8-practice-moment-responsive-interactions (video)

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		Early Head Start (n.d.). Let's talk about it: Teacher-child interaction. Retrieved from https://eclkc.ohs.acf.hhs.gov/curriculum/teacher-time-series/lets-talk-about-it-teacher-child-interactions (video)

Session 7: Appropriate Classroom Environments

Strategies for Creating High-Quality Early Learning

Environments: Physical Environment

Strategies for Creating High-Quality Early Learning Environments: Social-Emotional Environment | Assignment- Environmental Assessment and Reflection | Use the EDC checklist tool that is provided to you in class and use it to assess your own classroom/home daycare (or if you have a similar tool, please feel free to use that). Write a 400-500-word reflection: provide a summary of the checklist, describe things that you are already doing according to the checklist, and things that you might still need to work on. What do you feel needs to change to best support children who are DLLs through the environment in your early learning setting? Upload your reflection into your CORP online discussion space. |
| | Assignment- CORP Reflection | Comment on at least 1 CORP members' post. Respond to at least 1 comment made on your posts. Comments and responses should follow the guidelines in the assignment handout. |
| | Assignment- Readings | 1. Education Development Center. (2019). *Supporting Emergent Bilingual Children in Early Learning*. Retrieved from https://www.edc.org/sites/default/files/uploads/Supporting-Emergent-Bilingual- |

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Additional Resources:
Sugarman, J., & Park, M. (2017). Supporting Culturally and Linguistically Diverse Children and Workers in Early Childhood Quality Rating and Improvement Systems. Migration Policy Institute. Washington, D.C. Retrieved from: https://www.migrationpolicy.org/research/supporting-culturally-and-linguistically-diverse-children-and-workers</td>
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Session 8: The Role of Culture

Defining Culture Culturally Sustaining Pedagogy Approaches to Multicultural Education Multicultural Principles for Early Childhood Leaders	Assignment- **Case Study Part 4**: Learning Commitments	Create a list of at least 10 learning commitments to the student you are working with who is a DLL and their family. Include a brief description of each item on the list (i.e. what does this commitment look like in practice, what is the significance of this commitment, etc.)
	Assignment- CORP Response	Comment on at least 1 CORP members' post. Respond to at least 1 comment made on your posts. Comments and responses should follow the guidelines in the assignment handout.
	Assignment- Readings	1. Heinmann Publishing (2017, May 31). Your pedagogy might be more aligned with colonialism than you realize [Blog post]. Retrieved from

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		https://medium.com/@heinemann/your-pedagogy-might-be-more-aligned-with-colonialism-than-you-realize-1ae7ac6459ff 2. Kandhadai, P., Danielson, D., & Werker, J. (2014). Culture as a binder for bilingual acquisition. *Trends in Neuroscience and Education, 3*(1), 24-27. http://infantstudies-psych.sites.olt.ubc.ca/files/2015/07/Kandhadai-Danielson-Werker-2014-Culture-as-a-binder-for-bilingual-acquisition.pdf 3. Banks, J.A. (1988). Approaches to multicultural curriculum reform. In E. Lee, D. Menkart, M. Okazawa-Rey, & Network of Educators on the Americas (Eds.), *Beyond heroes and holidays: A practical guide to K-12 anti-racist, multicultural education and staff development* (pp.37-38). Washington, D.C.: Network of Educators on the Americas. https://www.teachingforchange.org/wp-content/uploads/2015/11/Banks_James.pdf

Session 9: Partnering with Families		
Family-Centered Practice Conversations to Gather Language Information Sharing Information with Families	Video Assignment- **Case Study Part 5:** Family Interview & Reflection	Interview the family of the child who is a DLL that you are working with using the interview guidelines provided in the handout. Include at least 1 question that focuses on the family's goals, attitudes, hopes, expectations, and beliefs around their child's education. Limit interview to approximately 30 minutes.

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		Video record the interview and post a 3-5-minute excerpt on CORP. The excerpt should highlight something particularly enlightening, surprising, or impactful when it comes to your understanding of your child who is a DLL.
	Assignment- CORP Response	Comment on at least 1 CORP members' post. Respond to at least 1 comment made on your posts. Comments and responses should follow the guidelines in the assignment handout.
	Assignment- Readings	1. National Center on Partner, Family and Community Engagement (n.d.) Partnering with families of children who are dual language learners. Retrieved from https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/partnering-families-dll.pdf 2. Boston Children's Hospital (2013). Families as lifelong educators. Retrieved from https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/rtp-families-lifelong-educators.pdf ***Additional Resources:*** Moll, L. C., Amanti, C., Neff, D., & Gonzalez, N. E. (2005). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. In *Funds of Knowledge: Theorizing Practices in Households, Communities, and Classrooms* (pp. 71-88). Lawrence Erlbaum Associates. https://doi.org/10.4324/9781410613462

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		https://rylak.files.wordpress.com/2012/08/moll-et-al-1992.pdf

Session 10: Being an Educator-Advocate		
Self-Reflection Program Reflection Creating Critical Questions Federal Policies Recommended State Standards Educators as Advocates	Assignment- **Case Study Part 6**: Final Reflection	Compile all the information you have gathered about your child. Write an in-depth reflection (800-1,000 words) on what you have learned from working with your child and the child's family, insights you may have gained about your own teaching, and major goal(s) you want to improve upon moving forward. Finally, list at least 3 critical reflection questions on what you'd still like to learn to better support children who are DLLs.
	Optional Assignment- Child Observation Using Critical Questions	Observe your student who is a DLL in your program for about 30 minutes. Develop at least 3 critical questions that come up during the observation.
	Assignment- CORP Response	Post on CORP and respond to at least 1 CORP members' comments on your post. Comment on at least 1 CORP members' posts (try to comment on a CORP members' post that does not have any comments yet).
	Assignment- Readings	1. Paris, D. (2016). On educating culturally sustaining

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teachers. *TeachingWorks*, 1-15.
http://www.teachingworks.org/images/files/Teaching Works_Paris.pdf

2. Williams, C. P. (2015). *Better policies for dual language learners: Bridging research, policy, implementation, and classroom practice*. Washington, DC: New America.
https://files.eric.ed.gov/fulltext/ED558765.pdf

Additional Resources:
Flores, N., & Rosa, J. (2015). Undoing Appropriateness: Raciolinguistic Ideologies and Language Diversity in Education. *Harvard Educational Review, 85*(2), 149-171.

Espinosa, L. M. (2008). Challenging common myths about young English language learners. FCD Policy Brief, Advancing PK-3, (8).
https://www.fcdus.org/assets/2016/04/MythsOfTeachingELLsEspinosa.pdf

Boston Children Hospital (2013, 2019). Families as advocates and leaders. Retrieved from:
https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/rtp-advocates-leaders.pdf

Nemeth, K. (n.d.) State policies on dual language learners in early childhood. Colorín Colorado. Retrieved from
http://www.colorincolorado.org/article/state-policies-dual-language-learners-early-childhood

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