Dual Language Learner Teacher Competencies
Report: From Practice to Policy

Alliance for a Better Community
Marlene Zepeda
California State University, Los Angeles
Welcome

Angelica Solis,
Executive Director
Alliance for a Better Community
Agenda

Welcome
  o Angelica Solis,
    Alliance for a Better Community
Dual Language Learner Teacher Competencies (DLLTC) Project
  o Marlene Zepeda,
    California State University, Los Angeles
  o Antonia Lopez,
    National Council of La Raza
What does it take?
  o Ofelia Medina,
    Alliance for a Better Community
Q & A and Closing Remarks
  o Angelica Solis,
    Alliance for a Better Community
GoToWebinar Logistics - Audio

Upon entering the webinar, click one of two options to hear audio – a) Telephone or b) Mic & Speakers

Option 1: Telephone users - Dial the phone number and access code provided in your screen. Press mute button on phone, when participating.

Option 2: Mic & Speakers users - When auditing the webinar through your computer speakers, use headset and maximize volume for best sound quality.
GoToWebinar Logistics - Audio

Questions are welcomed!

At any time during the presentation, feel free to type your questions in the chat box. Submit by pressing ‘send.’

Questions will be addressed by the presenters at the end of the webinar. Unanswered questions will be addressed by ABC at a later time.
Dual Language Learners Teacher Competencies (DDLTC) Project

Purpose

• Convene national experts

• Develop a report (competencies and policy brief) to address competencies that ECE educators need

• Call attention to specific unaddressed needs of dual language learners
DLLTC Advisors

- Cecelia Alvarado, Community College of the District of Columbia
- David Atencio, University of New Mexico
- Maria Barrientos, Tejano Center for Community Concerns
- Judy Cashell, Crystal Stairs
- Dina Castro, University of North Carolina at Chapel Hill
- Zulmara Cline, California State University, Office of the Chancellor
- Renatta Cooper, Pasadena Unified School District
- Sally Durbin, Teaching At The Beginning, Inc.
- Vera Gutierrez-Clellen, San Diego State University
- Whit Hayslip, Early Childhood Education Consultant
- Jeanette Mancilla-Martinez, University of California, Irvine
- Marilyn McGrath, Santa Monica College
- Simona Montanari, California State University, Los Angeles
- Janet Oh, California State University, Northridge
- Laurie Olsen, Sobrato Early Academic Literacy Program
- Judy Sanchez, Los Angeles County Office of Education
- Michelle Soltero, WestEd, Partners for Quality
- Jenny Yen Shu-Chen, California State University, Fullerton
DLLTC Consultants

Marlene Zepeda,
Professor Emeritus,
Department of Child and Family Studies
California State University, Los Angeles

Antonia Lopez,
Director, Early Care and Education
National Council of La Raza
Who are Dual Language Learners?

Dual Language Learners (DLLs) are “children learning two (or more) languages at the same time, as well as those learning a second language while continuing to develop their first (or home) language.”


Top 5 Languages Spoken in School (other than English)
2009-2010

<table>
<thead>
<tr>
<th>California</th>
<th>LAUSD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Spanish</td>
<td>1. Spanish</td>
</tr>
<tr>
<td>2. Vietnamese</td>
<td>2. Armenian</td>
</tr>
<tr>
<td>3. Filipino (Pilipino or Tagalog)</td>
<td>3. Korean</td>
</tr>
<tr>
<td>4. Cantonese</td>
<td>4. Filipino (Pilipino or Tagalog)</td>
</tr>
<tr>
<td>5. Hmong</td>
<td>5. Somali</td>
</tr>
</tbody>
</table>
Percentage of DLLs Entering Kindergarten*

Exhibit 10. Percentage of Kindergarteners in California Classified as English Learners, 2009-10

- English Proficient, 64%
- English Learners, 36%

* American Institutes for Research (2012)
### Dual Language Learners

#### Total Kindergarten Student and ELL Enrollment

<table>
<thead>
<tr>
<th></th>
<th>LAUSD</th>
<th></th>
<th>Los Angeles County</th>
<th></th>
<th>California</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Kindergarten Enrollment</td>
<td>ELLs</td>
<td>%</td>
<td>Kindergarten Enrollment</td>
<td>ELLs</td>
<td>%</td>
</tr>
<tr>
<td>2007-08</td>
<td>51,775</td>
<td>27,974</td>
<td>54%</td>
<td>114,860</td>
<td>55,126</td>
<td>48%</td>
</tr>
<tr>
<td>2008-09</td>
<td>52,099</td>
<td>26,512</td>
<td>51%</td>
<td>114,680</td>
<td>52,095</td>
<td>45%</td>
</tr>
<tr>
<td>2009-10</td>
<td>57,292</td>
<td>24,653</td>
<td>43%</td>
<td>117,970</td>
<td>46,652</td>
<td>40%</td>
</tr>
</tbody>
</table>

California Department of Education, 2011
Who is the ECE Workforce in California?

2004 data from CSCCE at UC Berkeley indicates that there are nearly 130,000 individuals with varying levels of formal and informal preparation and training.

However much of that preparation does not include a focus on Dual Language Learners.
DLLTC Conceptual Model

- Core Principles
- Dispositions
- Teacher Competencies
Children have the right to receive a high quality, linguistically and culturally competent education.
Knowing more than one language benefits an individual’s cognitive, social, and emotional development.
The development of the first language is critical in the development of the second language.
DLLTC Core Principles

The socioemotional development of young children is central for language learning.
Family engagement and involvement contribute to positive child outcomes, positive home interactions, and increased student success.
Effective teaching for Dual Language Learners is founded on a strength-based approach to learning. The learner is perceived as possessing assets that positively contribute to his or her development.
Reflective practice is a central component of teacher preparation and ongoing development.
DLLTC Conceptual Model

Teacher Competencies

Dispositions

Core Principles

Dual Language Learner Teacher Competencies Report: From Practice to Policy
DLLTC Dispositions

• Establish an ongoing commitment to building one’s competency and knowledge level.

• Maintain a commitment toward developing cultural responsiveness in the teaching of children from diverse linguistic and cultural backgrounds.

• Develop and sustain a consciousness of the broader social realities confronting DLL populations and maintain a commitment to care for, support, and nurture young learners and their families in their natural linguistic and cultural realities.

• Develop and sustain a high tolerance for ambiguity while balancing competing priorities.

• Advocate for what is in the best interest of the DLL children and families.
Valuing the personal characteristics of teachers

Dual Language Learner Teacher Competencies Report: From Practice to Policy
DLLTC Conceptual Model

- Teacher Competencies
- Dispositions
- Core Principles

Dual Language Learner Teacher Competencies Report: From Practice to Policy
## Dual Language Learner Teacher Competencies Report: From Practice to Policy

### DLLTC Format & Matrix: Language and Literacy

<table>
<thead>
<tr>
<th>Language Ability</th>
<th>Cultural Competency</th>
<th>Teacher Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monolingual</td>
<td>Monocultural</td>
<td>Beginning</td>
</tr>
<tr>
<td>Bilingual</td>
<td>Bicultural</td>
<td>Developing</td>
</tr>
<tr>
<td>Biliterate</td>
<td></td>
<td>Advanced</td>
</tr>
</tbody>
</table>

### Table

<table>
<thead>
<tr>
<th>Language Ability</th>
<th>Cultural Competency</th>
<th>Teacher Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monolingual</td>
<td>Monocultural</td>
<td>Beginning</td>
</tr>
<tr>
<td>Bilingual</td>
<td>Bicultural</td>
<td>Developing</td>
</tr>
<tr>
<td>Biliterate</td>
<td></td>
<td>Advanced</td>
</tr>
</tbody>
</table>

### Matrix

<table>
<thead>
<tr>
<th>MONOLINGUAL</th>
<th>BILINGUAL</th>
<th>BILITERATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monocultural</td>
<td>Bicultural</td>
<td>Monocultural</td>
</tr>
<tr>
<td>Skills:</td>
<td>Skills:</td>
<td>Skills:</td>
</tr>
<tr>
<td>Indicators:</td>
<td>Indicators:</td>
<td>Indicators:</td>
</tr>
</tbody>
</table>

---

**Dual Language Learner Teacher Competencies Report: From Practice to Policy**
## DLLTC: Cumulative Features

<table>
<thead>
<tr>
<th></th>
<th>Monocultural</th>
<th>Bicultural</th>
<th>Monocultural</th>
<th>Bicultural</th>
<th>Monocultural</th>
<th>Bicultural</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BEGINNING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicators:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>DEVELOPING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicators:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ADVANCED</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicators:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Dual Language Learner Teacher Competencies Report: From Practice to Policy**
Original Five Domains

- Language
- Literacy
- Socio-emotional
- Family Engagement
- Assessment
Components

A. Demonstrates knowledge of milestones and processes of first language development and second language acquisition including how culture relates to communication.

B. Demonstrates knowledge of literacy development in children’s first language and English and how culture influences literacy development.

C. Demonstrates knowledge of the cognitive and social benefits of bilingualism and biculturalism.
Language and Literacy

Component A:
Demonstrates knowledge of milestones and processes of first language development and second language acquisition including how culture relates to communication.
Language and Literacy

Component B:
Demonstrates knowledge of literacy development in children’s first language and English and how culture influences literacy development.
Language and Literacy

**Component C:**
Demonstrates knowledge of the cognitive and social benefits of bilingualism and biculturalism.
Why competencies for Socioemotional Development?

“Language plays an important role in children’s social development. Yet many early childhood programs are moving towards a system that may isolate the English language learner, leaving them at risk for social and language problems.”
DLLTC Domain: Socioemotional

Components

A. Demonstrates knowledge of how socioemotional development is influenced by the interrelationship of a child’s first language and culture.

B. Demonstrates knowledge of the importance of the teacher-child relationship in promoting positive socioemotional climate for DLLs.

C. Demonstrates knowledge of the importance of socioemotional development and its relationship to the stages of second language acquisition.

D. Demonstrates knowledge of strategies that promote equitable social interactions related to language and cultural differences.

E. Demonstrates knowledge of the importance of teacher/parent relationships for the positive socioemotional development of DLLS.
Socioemotional

Component A:

Demonstrates knowledge of how socioemotional development is influenced by the interrelationship of a child’s first language and culture.
Socioemotional

Component B:
Demonstrates knowledge of the importance of the teacher-child relationship in promoting positive socioemotional climate for DLLs.
Socioemotional

Component C:
Demonstrates knowledge of the importance of socioemotional development and its relationship to the stages of second language acquisition.
Socioemotional

Component D:
Demonstrates knowledge of strategies that promote equitable social interactions related to language and cultural differences.
Socioemotional

Component E:
Demonstrates knowledge of the importance of teacher/parent relationships for the positive socioemotional development of DLLS.
An Example: Language & Literacy, Component A

Demonstrates knowledge of milestones and processes of first language development (e.g., receptive period, first words, two word phrases, productive speech, etc.) and second language acquisition (e.g., quiet period, telegraphic speech) including how culture relates to communication

<table>
<thead>
<tr>
<th>ADVANCED</th>
<th>MONOLINGUAL</th>
<th>BILINGUAL</th>
<th>MULTILINGUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADVANCED</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicators</td>
<td>Demonstrates expertise in the use of a broad array of teaching strategies (e.g., uses props and visuals, completes phrases and refrain).</td>
<td>Utilizes appropriate teaching strategies that promote language development for individual DLL children, including focused small group and scaffolded learning.</td>
<td>Uses tools and strategies to establish the stage of second language development in individual DLL children in order to plan for activities.</td>
</tr>
<tr>
<td>Indicators</td>
<td>Working in collaboration with bilingual staff, provides DLL children frequent opportunities to use language purposefully.</td>
<td>Plans activities where children experience how culture affects behavior and customs (e.g., dramatic book reading using different eye contact, voice tone, and physical proximity when talking to each other).</td>
<td>Matches teaching strategies to stages development in first language and English (e.g., uses picture walk to preview key vocabulary words that will be used in subsequent book reading).</td>
</tr>
<tr>
<td>Indicators</td>
<td>Develops and expands vocabulary and concepts in the child's first language by using music with lyrics or games with refraims.</td>
<td>Develops an activity that highlights the similarities in words in the first language and English that have similar meanings (e.g., alliteration, allusion).</td>
<td>Creates a safe environment where parents can discuss mainstream communication strategies (e.g., parental concern about the child and how to approach the Director).</td>
</tr>
<tr>
<td>Indicators</td>
<td>Uses the Internet or other sources to gather first language development resources to create educational activities for children and parents.</td>
<td>In able to assess the child's progress in language development using appropriate assessment tools (e.g., Desired Results Developmental Profile).</td>
<td>Mentors beginning and developing teachers about best practices for DLLs.</td>
</tr>
</tbody>
</table>

Dual Language Learner Teacher Competencies Report: From Practice to Policy

11/13/2012
An Example: Socioemotional, Component C

Demonstrates knowledge of the importance of socioemotional development and its relationship to the stages of second language acquisition.

<table>
<thead>
<tr>
<th>Monolingual Monocultural</th>
<th>Bilingual Monocultural</th>
<th>Bilingual Bicultural</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Skills:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides a safe language environment and demonstrates attention and concern for a child who is learning English as a second language.</td>
<td>Provides a safe language environment and demonstrates attention and concern for DLL children and uses the children’s first language to assist their learning of English.</td>
<td>Demonstrates attention and concern for DLL children by using their understanding of how culture influences language behavior and how these behaviors are seen in each stage of English learning.</td>
</tr>
<tr>
<td><strong>Indicators:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• During the home language stage, engages adults who speak the child’s first language to help them understand the child’s feelings.</td>
<td>• During the quiet stage, uses the child’s first language to direct the child’s attention to English (e.g., claps and translates information).</td>
<td>• During the quiet stage, is aware that the child’s culture may make the child reticent to speak even in the first language.</td>
</tr>
<tr>
<td>• Provides opportunities to use the child’s first language (e.g., partners children with same language peers).</td>
<td>• During the first language stage, uses the children’s first language to help them express feelings (e.g., isolation, frustration, etc.), and to check for comprehension.</td>
<td>• Intentionally includes the child in activities (e.g., keeps child nearby, points out interesting materials, explains what is going on).</td>
</tr>
<tr>
<td>• Uses affective body language that is culturally appropriate (e.g., smiling, touching if allowed, proximity, holding, voice intonation, eye-contact).</td>
<td>• During the telegraphic stage, uses the first language to encourage the child’s efforts to communicate through phrases (e.g., so puede decir, Tôi cũng, “me too”.).</td>
<td>• During all stages of second language acquisition, encourages the child to use their first language in all learning activities</td>
</tr>
<tr>
<td>• Supports the child in quiet stage through use of non-verbal and verbal strategies to encourage efforts to communicate (e.g., pointing, observing child for cues, attentive listening, smiling, gentle, clear repetition of words/phrases).</td>
<td>• During the productive stage, responds in the first language and praises the child’s efforts when the child says something in English (e.g., “yoku dekita ne (よくできたね)”, muy bien, “good job, well done”).</td>
<td>• Demonstrates awareness of how culture influences children’s bids for attention through the combination of telegraphic speech and physical proximity (e.g., “can I,” or “please” and “standing close to the teacher”).</td>
</tr>
<tr>
<td>• Supports the telegraphic stage by providing words and phrases that have immediate practical use (e.g., would you, give me, you too, let’s go, me too, I want to, etc.).</td>
<td>• During the early productive stage, helps DLL children to produce simple sentences and increase their vocabulary to help them have conversations with their peers in English (e.g., “do you wanna play with me?,” “this is for you”).</td>
<td>• During the early productive stage, helps DLL children to produce simple sentences and increase their vocabulary to help them have conversations with their peers in English (e.g., “do you wanna play with me?,” “this is for you”).</td>
</tr>
<tr>
<td>• As appropriate, provides opportunities for conversation such as using food and artifacts that are familiar and providing children with active roles in the classroom (e.g., helpers).</td>
<td>• As appropriate, provides opportunities for conversation such as using food and artifacts that are familiar and providing children with active roles in the classroom (e.g., helpers).</td>
<td>• As appropriate, provides opportunities for conversation such as using food and artifacts that are familiar and providing children with active roles in the classroom (e.g., helpers).</td>
</tr>
</tbody>
</table>
Policy Recommendations

Ofelia Medina, Early Care and Education Policy Director
Alliance for a Better Community
What would it take?

Local Advocates

Teacher Competencies

Dispositions

Core Principles

State Advocates

Dual Language Learner Teacher Competencies Report: From Practice to Policy
What it would take at the **STATE** level:

- Strengthen the current ECE workforce by prioritizing efforts to increase the number of teachers who receive training in understanding dual language acquisition and the socioemotional development of DLLs.
- Include indicators in quality rating improvement scales and systems that highlight program’s abilities to address the linguistic and socioemotional development of dual language learners (i.e. Race to the Top Early Learning Fund).
- Streamline and centralize a data collection system that analyzes the current workforce including variables such as educational status, job title, compensation, bilingual ability, and specified coursework and/or training focused on DLLs.
- Supplement efforts in integrating teacher competencies with higher education coursework to include the DLLTCs. Increase investments in efforts to test and evaluate cultural and linguistic appropriateness of measures focused on teacher effectiveness.
What it would take at the LOCAL level:

• Integrate the DLLTC in existing and proposed professional development efforts including coaching and mentoring, teacher observation, assessment and evaluation such as Los Angeles County’s Steps to Excellence Program (STEP) and LAUP’s 5 Star Quality Assessment and Improvement System.

• Identify and expand opportunities for evidence-based culturally and linguistically relevant professional development (credit and non-credit) offered by groups such as First 5 LA, Los Angeles Universal Preschool, local resource and referral agencies, and the California Preschool Instructional Network (CPIN).

• Support and provide economic incentives to recruit and retain bilingual early educators and administrators.

• Increase the number of early education centers that develop site specific strategies and practices that support the professional development of teachers and the linguistic and socioemotional development of DLLs.
For more information and/or a copy of the Dual Language Learner Teacher Competencies contact

Ofelia Medina
Alliance for a Better Community
213 250 0052 ext 212
ofelia@afabc.org