

2018 TK CONFERENCE LOS ANGELES



Supporting Administrators and Coaches in Serving Young Dual Language Learners and their Families

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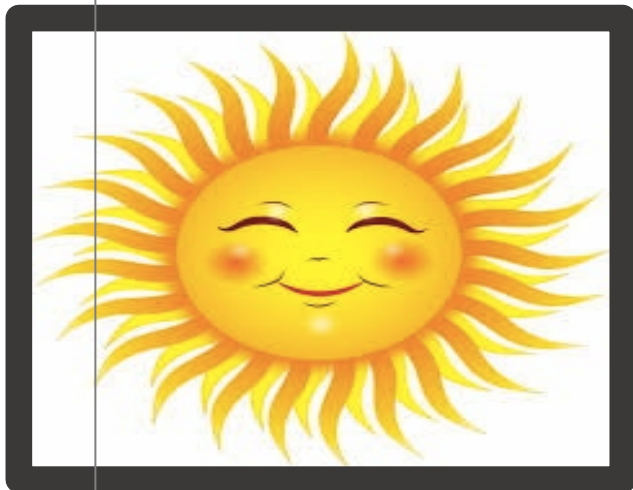
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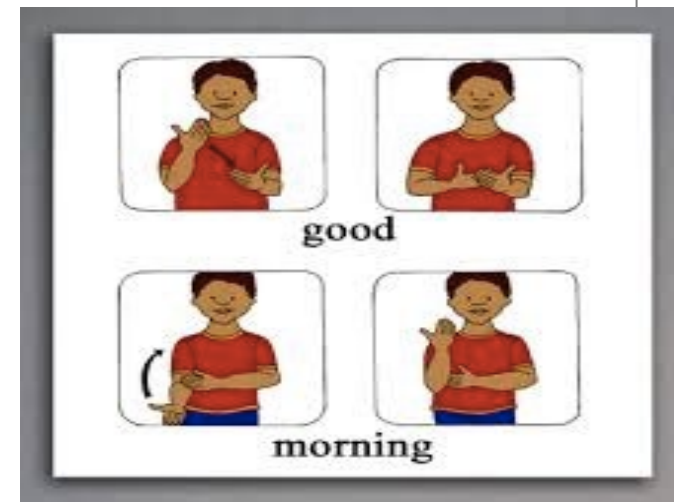


Good morning,
good morning,
good morning to you!

Good morning,
good morning,
good morning to you!

Our day is beginning,
there's so much to do.

Good morning,
good morning,
good morning to you!







Buenos días
Buenos días,
¿Como esta?
¿Como esta?

Muy bien, gracias
Muy bien, gracias

¿Y usted?
¿Y usted?





Review of the Findings, Recommendations, and Implications for Coaches and Administrators in TK Classrooms

Promoting the Educational Success of Children and Youth Learning English


Promising Futures



+

- **CA First Five DLL Pilot**
- **New and Ongoing Studies**
- **Experiences in Programs, e.g., Fresno USD**



Topics Addressed in Research: Where We Have Evidence of Best Practices for DLLs



- Children and adolescents, DLL/Els birth to age 21 (PreK-Grade 12)
- Early language development from birth to five; development of English language proficiency in K-12
- School organizational and classroom factors that support educational success
- Specific populations: Children with disabilities, gifted and talented, homeless, migrant, indigenous heritage language learners
- Assessment methods
- Educational workforce from PreK-Grade 12

Strong Evidence for.....

1. ALL infants, toddlers, preschoolers have *capacity* to learn more than one language and balanced bilingualism carries significant social, linguistic, cognitive, and cultural benefits
2. Those DLLs with more *balanced bilingual skills* showed greatest advantages.
3. Beginning bilingual exposure *before 3 years of age* leads to best proficiency in English long-term.
4. Children need language exposure from *competent speakers* of that language---importance of good language role models.





Strong Evidence cont.....

5. Language interactions need to be *frequent, responsive to child's interests, expanded and varied* to promote oral language development.

6. *Stronger L1 and English skills* at kindergarten entry predicted best school outcomes.

7. *L1 must be explicitly and systematically supported* or it will decline once DL children are exposed to English.



Strong Evidence cont.....

8. *Specific instructional approaches and strategies* (scaffolding language to promote English comprehension) are important for bilingual progress.
9. *Frequent assessment*---formative—is essential to program effectiveness.
10. *Must assess L1* as well as English
10. *Families* must be involved in education of DLLs.
11. ECE teachers need *specific training and competencies* to meet needs of DLLs.

Professional Development Implications

- ✓ Knowledge of science for supporting DLLs
- ✓ Knowledge of Cultural Values and Norms of Immigrant groups
- ✓ Knowledge of and ability to implement effective practices for DLLs
- ✓ Language and Literacy Development of DLLs
- ✓ Understanding of assessment methods and instruments—interpretation and application of results
- ✓ Ability to establish effective relationships with families



Classroom-level support is critical:

- **Coaching**
- **Mentoring**
- **Monitoring**
- **Collegiality---Collaboration**
- **Inclusion**



An example of how one large, multi-lingual school district in California has embraced new research and is implementing a planned approach to effective early education for all students--with a focus on DLLs:

***Fresno Unified School District
Language Project!!***

Fresno Language Project

Goal of the Fresno Language Project: Improve professional development and training for early learning educators to better support the needs of young Dual Language Learners (DLLs).

The Fresno Language Project was created as a multi-agency collaborative to ensure all children have a strong foundation in both English and their home language upon entering kindergarten.

The project is implementing innovative practices—including Personalized Oral Language(s) Learning (POLL) strategies, which are concrete approaches that support language learning in multiple environments.

The project includes 79 participants from the school district infant and preschool programs, a community infant and preschool child care program, Head Start, Early Head Start and family child care homes.

LET'S CREATE A
BETTER FRESNO
BY INVESTING IN
OUR CHILDREN
TODAY

Fresno Language Project

Goal of the Fresno Language Project: Improve professional development and training for early learning educators to better support the needs of young Dual Language Learners (DLLs).

Professional Development Sessions

All participants engaged in five three-hour Saturday professional development sessions each year. The training sessions focused on the following topics:

1. The Value of Linguistic and Cultural Diversity

1. Family Engagement

2. Personalized Oral Language(s) Learning (POLL)



Fresno Language Project

Goal of the Fresno Language Project: Improve professional development and training for early learning educators to better support the needs of young Dual Language Learners (DLLs).

Ongoing Coaching Support

The project included one coach designated to support the 19 learning settings participating in the Fresno Language Project. In addition to the five Saturday professional development trainings, all educators received a minimum of three coaching contacts a month to support the implementation of POLL strategies.

The coaching format is designed around the following:

1. Collaborative Learning
2. Coaching Portfolios



Personalizing Instruction

(Espinosa, Oliva-Olson, Magruder, 2010)



A continuum of support for dual language learners

What is POLL?

Family Languages and Interests



Environmental Supports

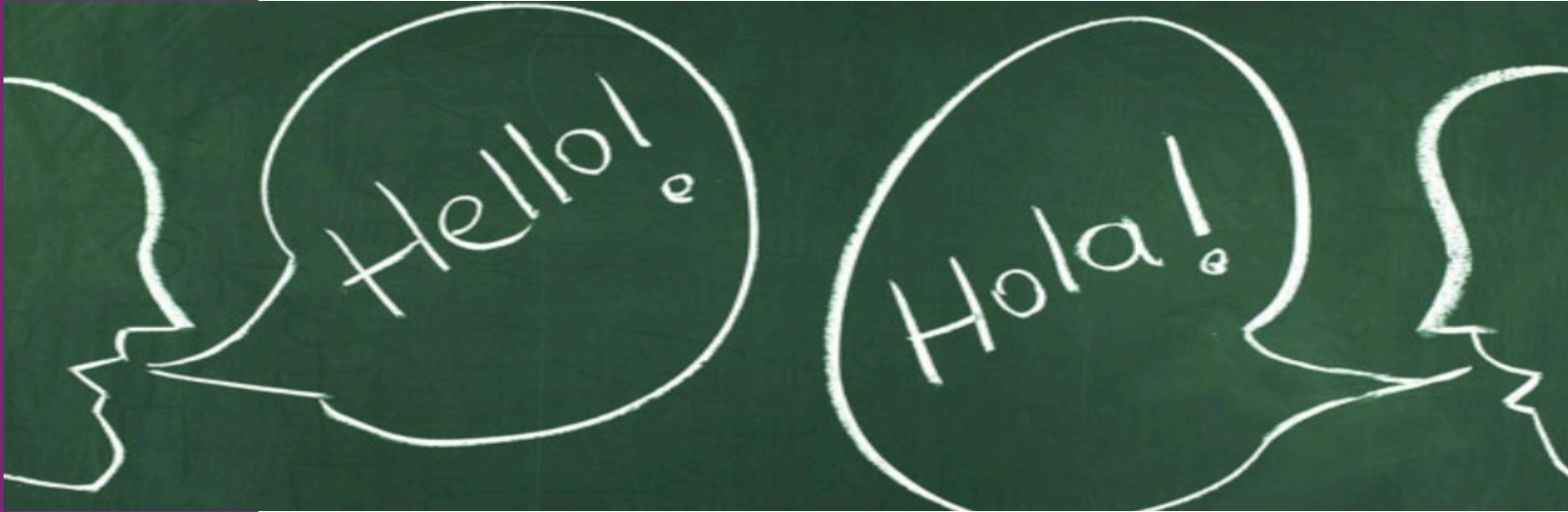
Instructional Supports



A vibrant, multi-colored background featuring diagonal streaks of rainbow colors (red, orange, yellow, green, blue, purple, pink) created with crayons. The colors are layered and slightly blurred, giving it a textured, artistic appearance. A solid green horizontal bar runs across the top and bottom of the page, framing the central text.

**POLL:
Family Language(s)
and Interests Interview**

How Do We Get to Know Families?



Child Identifier: _____
Teacher/Classroom Identifier: _____

Family Languages and Interests Interview

RESPONDENT FIRST NAME: _____
RESPONDENT LAST NAME: _____ Date: ____/____/____

CHILD'S FIRST NAME: _____
CHILD'S MIDDLE NAME: _____
CHILD'S LAST NAME: _____

Child's Gender: Boy Girl Child's Date of Birth: ____/____/____

1. What family members live with you and your child? **SELECT ALL THAT APPLY.** (1) mother, (2) father, (3) siblings, (4) grandparents, (5) aunts/uncles, (6) cousins, (7) others, (10) don't know, (11) refused

2. Primary caregiver means the person who spends the most time with a child. Is your child's primary caregiver (his/her) (1) mother, (2) father, (3) grandmother, (4) grandfather, (5) aunt, (6) uncle, (7) sibling, or (8) someone else (specify) _____ (10) don't know, (11) refused] **SELECT ONLY ONE**

3. What language does the primary caregiver speak most often with child? (primary caregiver means the person who spends the most time with the child) [include closed-ended response codes as per district language prevalence list, other specify, (10) don't know, (11) refused] **SELECT ONLY ONE**

4. What language did your child learn when he or she first began to talk? [include closed-ended response codes as per district prevalence list, other specify, (10) don't know, (11) refused]

5. Can you tell me what language(s) each of the following people in your household speak to your child? [ONLY ASK FOR EACH HOUSEHOLD MEMBER IDENTIFIED IN QUESTION 1]

	(N) Not applicable	(1) Only English	(2) Mostly English, some other language (specify)	(3) Mostly other language (specify), some English	(4) Only other language (specify)	(10) Don't know; (11) refused
a. Mother (or you)						
b. Father (or you)						
c. Grandmother/grandfather						
d. Aunt/Uncle						

8. a. For families where a language other than English is spoken in the home:
How important is it to you that your child continue to speak and learn the language spoken in your home?
8. b. [INTERVIEWER RATING BASED ON RESPONSE GIVEN] 1 = not important, 2 = neutral, 3 = important
[include closed-ended codes (1), (2), (3), (10) don't know, (11) refused, (12) Not applicable]

7. What special talents or interests does your child have?
Open-ended
(10) Don't know, (11) Refused

Where do we begin?

- Family Language(s) and Interests Interview

Today's Date: _____ / _____ / _____
Month Day Year

CHILD'S NAME (first, middle, last): _____

Gender: Boy Girl Child's Date of Birth: _____ / _____ / _____
Month Day Year

- Who are the members of your family? _____
- How many family members live with you and your child? _____
- Who is the primary caregiver of your child? _____
- What language does the primary caregiver speak most often with child? _____
- What language did your child learn when he or she first began to talk? _____
- Does anyone in your home speak an indigenous language? Yes No Identify: _____
- Can you tell me what language(s) each of the following people in your household speak to your child?

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

- What special talents or interests does your child have? _____

- Who does your child play with most often? _____

- What are your aspirations for your child? _____

- What are your expectations for the Transitional Kindergarten year? _____

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

- Would you be interested in volunteering in your child's class? _____
 If yes, preferred day and time _____

Talents

Toys, books, outdoors

Interests

Friends, family

Family engagement is a *process*, not an event!

- This process begins from the moment you first meet a family and continues throughout the time their child is in your care.
- There are many ways to continually involve families in your learning community.



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POLL: Instructional Supports



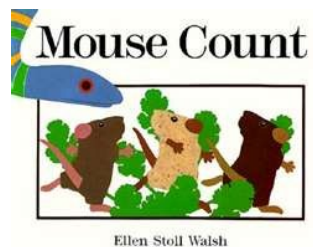
Reading Aloud to Children

The power of a good story...

- builds vocabulary
- develops listening skills
- promotes an interest in books
- develops a sense of story

Intentional Planning + Targeted Strategy Work + Integrated Instruction = *A recipe for effective oral language development*

- Anchor Text



- Intentional Message *Today mathematicians, we will compare numbers from 1 to 10.*

- Songs and Chants



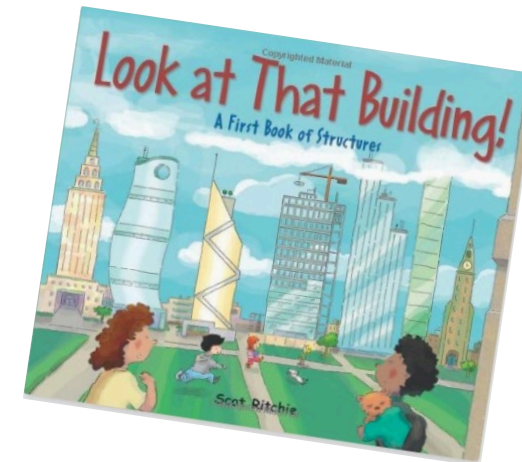
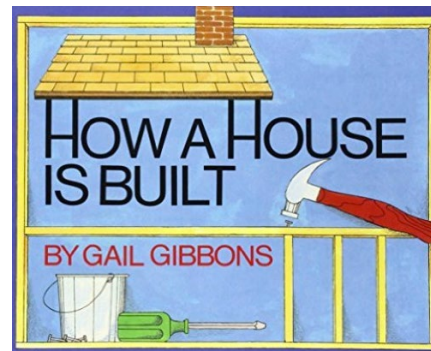
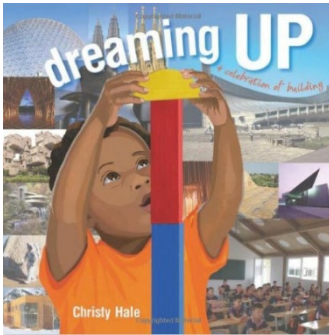
- Gestures/Visual Cues



Anchor Text

Selected to Enhance Vocabulary Development

Literature selections read repetitively foster vocabulary and concept development through interactive conversations



Creating an Intentional Message

Enhances Vocabulary Development

Embedded with content vocabulary, this written message sets the purpose of each lesson

Today, we are going to observe and build a structure.

Using Songs/Chants

Enhance Vocabulary Development

Academic and content vocabulary are woven into familiar songs and chants to encourage repetition

Build a structure very tall
Build it strong so it won't fall
Build it strong right at the
base
Add more blocks
It needs more **space**.
Build a structure very tall
Build it strong so it won't fall!

Sung to the "ABC" song

If you think you can **build** it then
you can!
What a **structure!**
If you think you can **build** it
then you can!
What a **structure!**
You can **stack** the blocks up high
It will almost touch the sky
If you think you can **build** it
Then you can!
What a **structure!**
Sung to "If you're happy and you know it"

Using Visual Cues/Gestures Enhances Vocabulary Development

Physical movements and signals are repeated as specific content vocabulary is introduced to imprint meaning.



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POLL: Environmental Supports

The How

Making connections through environmental print

Label directions, materials, signs, displays, concrete items with visual cues.

DLLs connect the object to the printed word in their home language to the printed word in English.

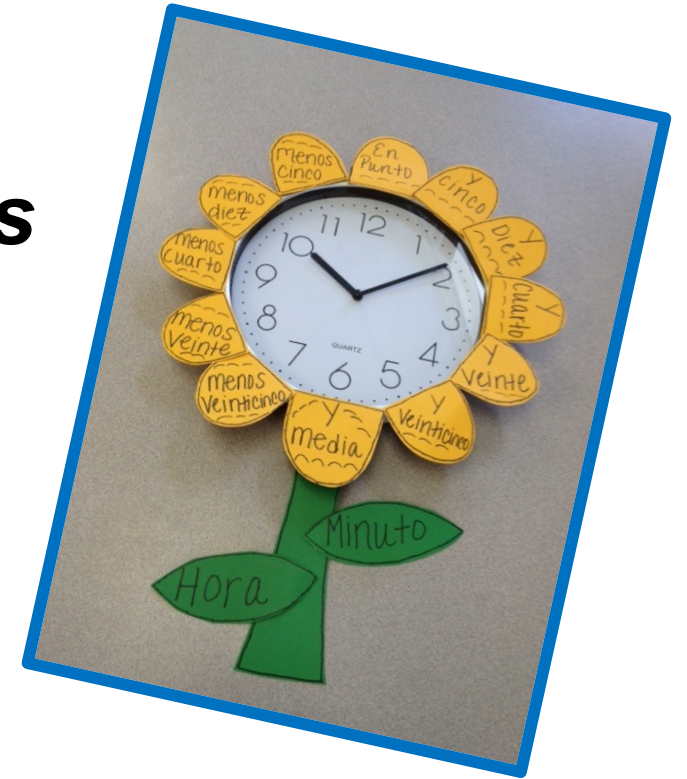


The How

Scaffolding Support for DLLs

Labeling

- English and home languages
- Start with physical items
- Color coding



The Daily Schedule

DISPLAY IT...with VISUAL SUPPORTS

Include:

Main activities of the day

Text in home language and English

Pictures for each activity

Times for language of focus*

Use it:


To show and describe what is happening

To show and describe what comes next

To show families and visitors the routines

Involve the children in this process!



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The Coach Perspective:
Anna Arambula
Coach, Fresno Language
Project

FUSD: Early Learning Center Pre K 1



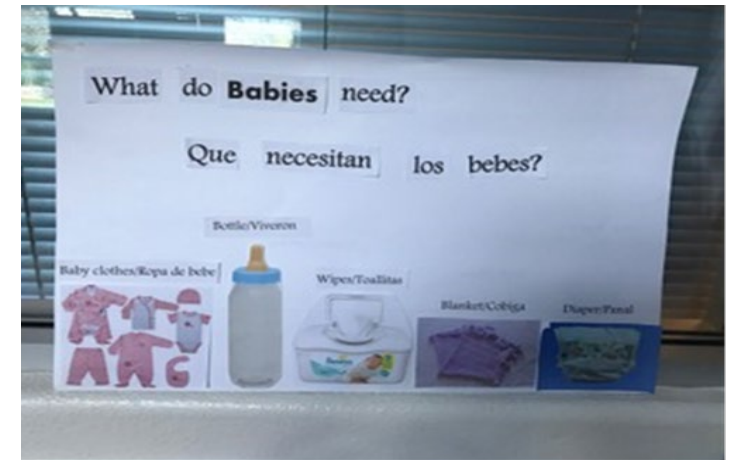
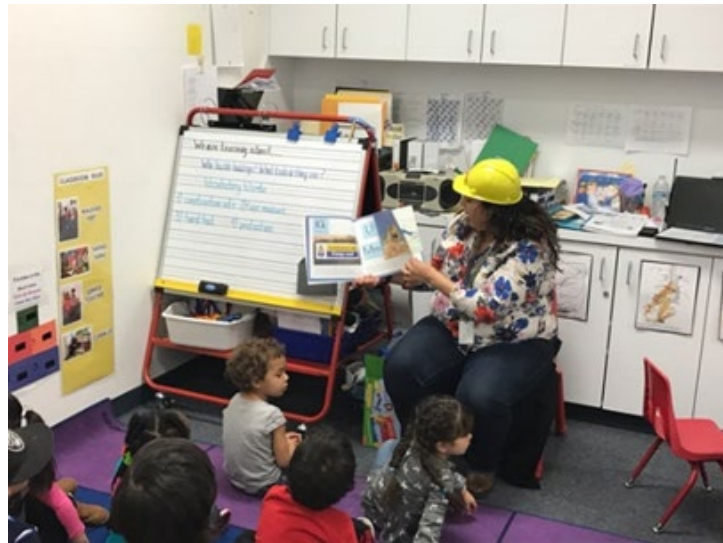
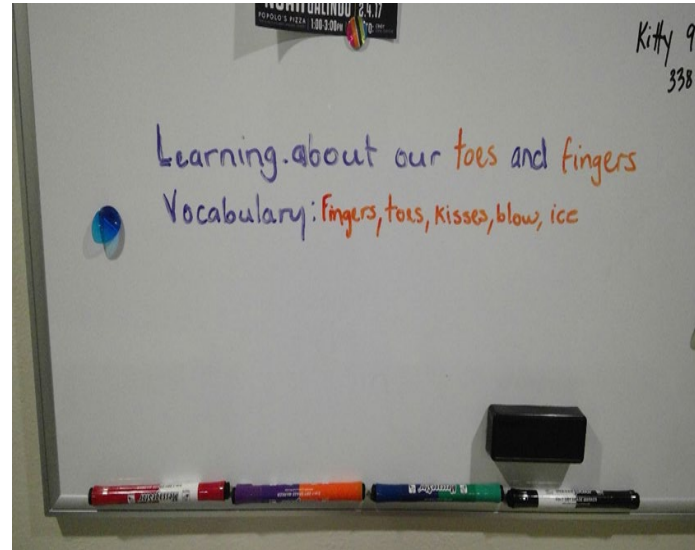
FCSS Lighthouse for Children Preschool 2



Anchor Text



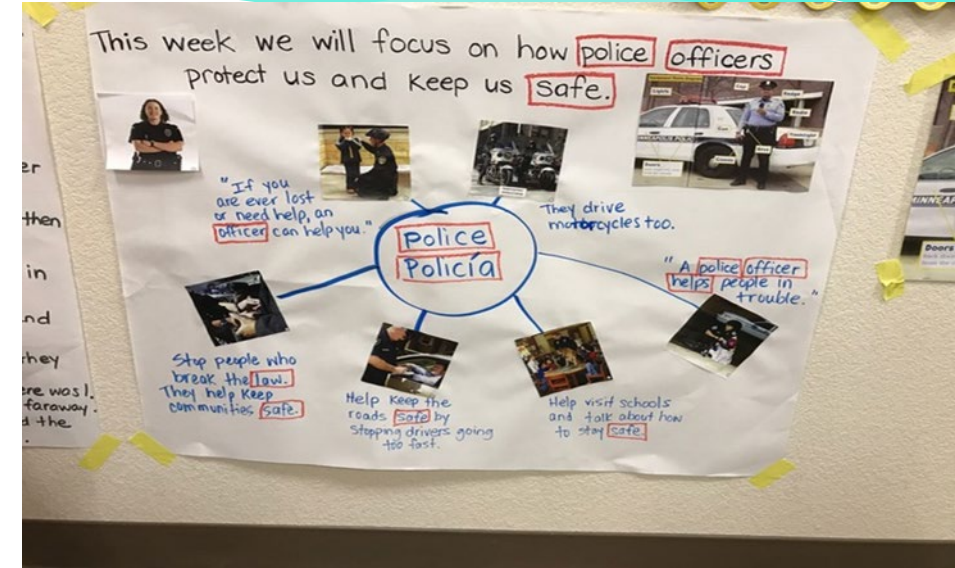
Intentional Message



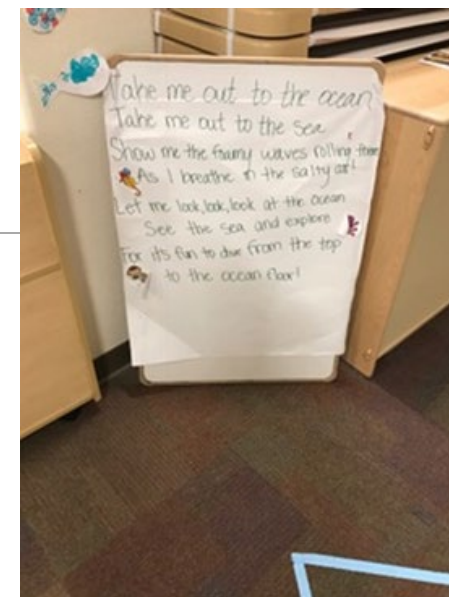
Intentional Message



Intentional message/vocabulary



Songs/ Chants





Tools for Coaches and Administrators:

**Personalized Oral Language(s) Learning (POLL) Reflections
Starting Smart and Strong Fresno Language Project**

Learning Setting: HS-JESSICA **Date:** 9/10/2018 **Time:** 2:15-3:30

POLL Area:	Where are you at?		
<input type="checkbox"/> Environmental Support	Working on it <input type="checkbox"/>	On my way <input type="checkbox"/>	Got this! <input type="checkbox"/>
<input checked="" type="checkbox"/> Intentional Use of Songs and Chants	Working on it <input checked="" type="checkbox"/>	On my way <input type="checkbox"/>	Got this! <input type="checkbox"/>
<input type="checkbox"/> Meaningful, Complex, and Authentic Conversations	Working on it <input type="checkbox"/>	On my way <input type="checkbox"/>	Got this! <input type="checkbox"/>
<input type="checkbox"/> Language Model	Working on it <input type="checkbox"/>	On my way <input type="checkbox"/>	Got this! <input type="checkbox"/>

POLL Strategies:

<input type="checkbox"/> Intentional Message	Working on it <input type="checkbox"/>	On my way <input type="checkbox"/>	Got this! <input type="checkbox"/>
<input type="checkbox"/> Anchor Text	Working on it <input type="checkbox"/>	On my way <input type="checkbox"/>	Got this! <input type="checkbox"/>
<input checked="" type="checkbox"/> Songs/Chant	Working on it <input checked="" type="checkbox"/>	On my way <input type="checkbox"/>	Got this! <input type="checkbox"/>
<input type="checkbox"/> Vocabulary	Working on it <input type="checkbox"/>	On my way <input type="checkbox"/>	Got this! <input type="checkbox"/>
<input type="checkbox"/> Extended Activities	Working on it <input type="checkbox"/>	On my way <input type="checkbox"/>	Got this! <input type="checkbox"/>
<input type="checkbox"/> Parent/Community Engagement	Working on it <input type="checkbox"/>	On my way <input type="checkbox"/>	Got this! <input type="checkbox"/>

Notes between coach and practitioners

What is working?

- Teacher Jessica decided to start the new year with new goals, we will not be following up with the ones generated in May. She feels really good about the goals and would like to work on Songs/Chants

Current Areas of Focus/Concerns

- Next week a parent will be coming to support the classroom, possibly will be doing:
 - **-the question of the day or reading a book**
- Teacher Jessica plans to do the Family Language and Interest Interview in October during parent conferences
- The Environmental labels will be up to help children identify the areas and see the print on them to support language development
- Jessica shared that she plans to reach out to a staff member onsite to see if she could borrow the seat belt, this will be used as an extended activity.
- Teacher Jessica would like to ensure that she has the song/chant ready the week before she introduces the new intentional teaching

Action Plan Between Practitioner and Coach

Next Steps Practitioner will take:

Step 1: Teacher Jessica will like to work on songs/chants to support the intentional teaching, she will like to have it ready when she begins the implementation of the new study.

Next Steps Coaches will take:

- Coach (Anna) shared ideas for chant: For example, singing it to the wheels on bus tune
- Coach dropped off printed/laminated environmental labels
- Coach to support Jessica with the new chant for the upcoming study, coaching session scheduled for September 20, 2018 at 2:00pm:coach met with Jessica and provided Jessica with two different chants that has the key vocabulary words embedded.

Parent/Community Engagement: Bridging the learning setting and home

- Send the Intentional Teaching (POLL Strategies) home with parents so they can support their child at home along with a copy of the chant.
- Invite parents to come to the classroom and facilitate a small group and/or read a book.

**Personalized Oral Language(s) Learning (POLL) Reflections
Starting Smart and Strong Fresno Language Project**

Learning Setting: CSN- Isabel **Date:** 10/12/2018 **Time:** 1:00-2:15 **new goals**

POLL Area:	Where are you at?		
<input type="checkbox"/> Environmental Support	Working on it <input type="checkbox"/>	On my way <input type="checkbox"/>	Got this! <input type="checkbox"/>
<input type="checkbox"/> Intentional Use of Songs and Chants	Working on it <input type="checkbox"/>	On my way <input type="checkbox"/>	Got this! <input type="checkbox"/>
<input type="checkbox"/> Meaningful, Complex, and Authentic Conversations	Working on it <input type="checkbox"/>	On my way <input type="checkbox"/>	Got this! <input type="checkbox"/>
<input type="checkbox"/> Language Model	Working on it <input type="checkbox"/>	On my way <input type="checkbox"/>	Got this! <input type="checkbox"/>

POLL Strategies:			
<input type="checkbox"/> Intentional Message	Working on it <input type="checkbox"/>	On my way <input type="checkbox"/>	Got this! <input type="checkbox"/>
<input type="checkbox"/> Anchor Text	Working on it <input type="checkbox"/>	On my way <input type="checkbox"/>	Got this! <input type="checkbox"/>
<input type="checkbox"/> Songs/Chant	Working on it <input type="checkbox"/>	On my way <input type="checkbox"/>	Got this! <input type="checkbox"/>
<input type="checkbox"/> Vocabulary	Working on it <input type="checkbox"/>	On my way <input type="checkbox"/>	Got this! <input type="checkbox"/>
<input checked="" type="checkbox"/> Extended Activities	Working on it <input type="checkbox"/>	On my way <input checked="" type="checkbox"/>	Got this! <input type="checkbox"/>
<input type="checkbox"/> Parent/Community Engagement	Working on it <input type="checkbox"/>	On my way <input type="checkbox"/>	Got this! <input type="checkbox"/>

Notes between coach and practitioners

What is working?

- Allowing the children to explore and follow the children's lead during the outdoor exploration the children used a box and props and pretended to be the dentist.
- Offering extended activities to the children and following the children's lead
- Children have been singing the song alone they learned it, and know the importance of brushing their teeth
- Children are using the key vocabulary words

Current Areas of Focus/Concerns

- Isabel shared that she offers the children hands on activities in the morning, but she has noticed that the children are more interested in outdoor exploration/independent choice. She would like to generate a goal on extended activities allowing the children access to them throughout the day.

Action Plan Between Practitioner and Coach

Next Steps Practitioner will take:

Step 1- Isabel plans to offer the extended activity twice a day, this will allow the children who didn't want to engage in the activity in the morning will have an opportunity to do it in the afternoon if they like to.

Next Steps Coaches will take:

- Coach to continue to do observations and coaching sessions
- Coach to support with new labeling of the indoor and outdoor environment-coach took pictures on 10/9/2018, once the labels are completed coach to laminate them for Isabel.

Parent/Community Engagement: Bridging the learning setting and home

- Invite parents to donate materials that support the intentional teaching via her weekly note.

**Monthly How Is It Going?
Personalized Oral Language(s) Learning (POLL) Reflections
Starting Smart and Strong Fresno Language Project**

Learning Setting: ELC-PRE K 2 **Date:** 9/26/2018 **Time:** 12:00-12:35

POLL Area:	Where are you at?		
<input type="checkbox"/> Environmental Support	Working on it <input type="checkbox"/>	On my way <input type="checkbox"/>	Got this! <input type="checkbox"/>
<input checked="" type="checkbox"/> Intentional Use of Songs and Chants	Working on it <input checked="" type="checkbox"/>	On my way <input type="checkbox"/>	Got this! <input type="checkbox"/>
<input type="checkbox"/> Meaningful, Complex, and Authentic Conversations	Working on it <input type="checkbox"/>	On my way <input type="checkbox"/>	Got this! <input type="checkbox"/>
<input type="checkbox"/> Language Model	Working on it <input type="checkbox"/>	On my way <input type="checkbox"/>	Got this! <input type="checkbox"/>
POLL Strategies:			
<input checked="" type="checkbox"/> Intentional Message	Working on it <input checked="" type="checkbox"/>	On my way <input type="checkbox"/>	Got this! <input type="checkbox"/>
<input checked="" type="checkbox"/> Anchor Text	Working on it <input checked="" type="checkbox"/>	On my way <input type="checkbox"/>	Got this! <input type="checkbox"/>
<input checked="" type="checkbox"/> Songs/Chant	Working on it <input checked="" type="checkbox"/>	On my way <input type="checkbox"/>	Got this! <input type="checkbox"/>
<input checked="" type="checkbox"/> Vocabulary	Working on it <input checked="" type="checkbox"/>	On my way <input type="checkbox"/>	Got this! <input type="checkbox"/>
<input checked="" type="checkbox"/> Extended Activities	Working on it <input checked="" type="checkbox"/>	On my way <input type="checkbox"/>	Got this! <input type="checkbox"/>
<input type="checkbox"/> Parent/Community Engagement	Working on it <input type="checkbox"/>	On my way <input type="checkbox"/>	Got this! <input type="checkbox"/>

Notes between coach and practitioners

What is working?

- Teacher Jessica shared that all of the teaching team has come on aboard with the curriculum and has been supportive in creating extended activities for the children.
- Teacher Jessica reads the Anchor text in the morning and Miss. Franchesqua reads the books from the Creative curriculum in the afternoon
- Teacher Jessica shared that she's been able to align Creative curriculum with POLL and implementing them together has been great. The children are learning the concepts being introduced to them with the ongoing implementation of songs/chants and extended activities.

Current Areas of Focus/Concerns

- Teacher Jessica shared that she would like to continue with the goals to ensure that the entire teaching team and herself are consistent

Action Plan Between Practitioner and Coach

Next Steps Practitioner will take:

- Step 1- Teachers Jessica to work on aligning creative curriculum and all of POLL strategies, doing so will allow her to continue to support all children's development at different stages/ages and languages spoken.

Next Steps Coaches will take:

- Coach to continue to do observations and coaching sessions
- Email the different documentation board that other learning settings- emailed 9/27
- Email Clothing chant –emailed 9/27/18

Parent/Community Engagement: Bridging the learning setting and home

- Continue to send the POLL strategies home and newsletter
- Parents to assist their child each morning in answering the question of the day which is part of the new curriculum, this question is connected with the intentional message for the day.
- A Parent knows how to knit and volunteered to the classroom to support the clothing study, teacher Jessica will share with parent when she could come in to do an activity with the children.

Comprehensive Supports for Preschool Dual Language Learners

LANGUAGE MODEL

Choose one that best describes your classroom

- Balanced 50/50 Dual Language Model** that is time based. Teachers use one language at a predetermined time/day/week where *all* children are *equally* exposed to content in both languages. Model can be teacher-based. One teacher is primarily responsible for one language in classrooms where children are *equally* exposed to content in both languages.
- English with Home Language Support Model** Home language is used for intentionally throughout the day as children learn English.

FAMILY LANGUAGE AND CULTURAL BACKGROUND

Check which of these apply (can be more than one)

- Detailed information through personal interview of child's language experience and cultural background takes place early in year where program communicates mutual respect and value of child's language and culture
- All teachers review this information for children in their classrooms
- All teachers use this information to help them plan their curriculum activities for individual children

ENVIRONMENTAL AND EMOTIONAL SUPPORTS

Check which of these apply (can be more than one)

- The learning environment includes color-coded labels reflecting all languages
- The daily schedule includes visuals to help the children see the order of the classroom activities
- The learning environment incorporates photographs, visuals, and artifacts reflective of children's cultures
- Children are provided opportunities for quiet time (e.g. cozy area)
- The learning environment includes photographs of children's families
- The learning environment includes sufficient and authentic culturally and linguistically relevant books throughout the classroom
- The child's home language is used throughout day and not just for behavior management
- Teachers learn key words and phrases in the child's home language

FAMILY SUPPORTS

Check which of these apply (can be more than one)

- Teachers share with families the importance and benefits of talking and reading in the home language
- Throughout the year, teachers share the storybooks, themes and concepts used in the classroom with families and encourage them to discuss in their home language
- Teachers invite families to share stories, customs, songs, hobbies, and practices with the children in the classroom

INSTRUCTIONAL SUPPORTS

Check which of these apply (can be more than one)

- Teachers plan for daily vocabulary activities *in large groups* (six or more children) anchored in storybooks within thematic units or child initiated topics
- Teachers plan for daily vocabulary activities *in small groups* [3-5 children] anchored in storybooks within thematic units or child initiated topics
- Teachers plan for repeated readings of the same book in both large (more than 6 children) and small (3 to 5 children) groups
- Teachers intentionally use relevant vocabulary across all domains (e.g. literacy, numeracy, science, visual arts)
- Teachers engage in language experiences with children throughout the day that include the use of gestures, photographs, and props
- Teachers use songs, poems, and chants to help children practice new words
- Teachers make available activities that encourage peer language interactions (e.g. pairing children to retell a story, providing dress-up clothing and topic-related props for socio-dramatic play, work together to sequence a pattern)
- Teachers model quality language (e.g. complex words, phrases and sentences) during planned and unplanned exchanges while avoiding simultaneous translation
- Teachers accept children's verbalizations where they may mix languages and/or codeswitch
- Teachers ask questions to check for comprehension
- Teachers build on the child's level of language comprehension by expanding and elaborating on the child's comments
- Teachers engage the child in on-going conversation through inquiry, feedback, affirmation, and encouragement to sustain dialogue

Reflection

Take a few minutes to reflect individually.

- Identify best practices and challenges in your work as a coach or administrator in programs with young Dual Language Learners and their families.
- What do you want to know more about?



Resources

Dual Language Learner Resource Guide



Best and Promising Practices for Supporting
Young Dual Language Learners in California
2018

First 5 California State Website: Dual Language Learner Resource Guide

https://drive.google.com/file/d/1tb5Rn2aohb1xAsRFIbaPdWIpU7Ax2ZM_/view

Head Start Early Childhood Learning and Knowledge Center (ECLKC)

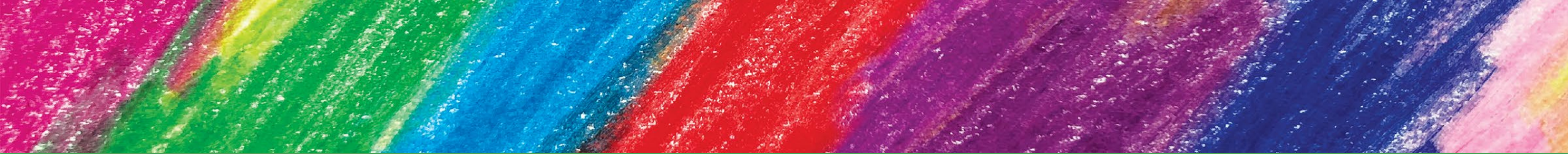
<https://eclkc.ohs.acf.hhs.gov/search/eclkc?q=Dual+Language+Learners>

Institute for Learning and Brain Sciences (iLabs) Training Modules –
University of Washington

<http://modules.ilabs.uw.edu/outreach-modules/>

First 5 California: PD2GO series:

<http://www.cafc.ca.gov/partners/PD2GO/index.html>



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