

Conference on the Young Years
From Pieces and Parts to a Professional Development System, Part III

Dual Language Learners (DLL) Session
3-8-12

Main Issues

IMPLICATIONS OF THIS TOPIC FOR A STATE SYSTEM:

1) What are key barriers to successfully addressing DLL issues?

- need a compendium of best practices—teachers on the job are lacking training and resources
- where DLL is its own issue is isolated challenge; DLL efforts are fractured and fragmented depending on the geography, program, available resources.
- finding qualified staff (translators and interpreters) to bridge the gap and engage families
- inequities in resources and opportunities
- appropriate assessments and trained assessors
- attitude, misconceptions
- funding

Ideas/Potential Barriers

- Training—SKYPE, videos, webinars etc (can OPEN do some of this?)
- Adjusting attitudes—ALL children can benefit from DLL
- Adjusting course requirements and certification and credentialing of non-certified teachers
- Pursuing grants and resources
- Intentionally accessing EXISTING resources (MO HS/EHS developed DLL curriculum—Dr. Linda Espinosa, Getting it Right; visit ECLKC; National CTR for Family Literacy)
- Research
- Focus on relationships--a diverse EC workforce

Two preferred ideas:

- **Create the compendium/clearinghouse of information and resources, and disseminate the word that it is available**
- **MO should develop a codified statement conveying the importance/value of DLL (the perspective about DLL tends to shift at the elementary level)**

General Notes

1. Only 8 States specifically address DLL in their Early Learning Standards
2. Helping staff meet bilingual needs; there are lots of pieces, not enough resources
3. Evaluation of non-English speakers; finding staff; effectively using parent report (isn't tied to language)
4. Home visits, communicating effectively with parents
5. May have appropriate identification of issues, but then do we have appropriate staff and resources
6. Supporting the home language
7. Transitioning to K-5 ELL program
8. Is this topic addressed in the curricula/credentialing of Higher Ed programs