

FACULTY FINDS

Resources to Support an Emphasis on Dual Language Learners (DLLs) in Your Professional Development Work

Support for this listserv is provided by



New resources for preparing early childhood professionals to be comfortable and confident supporters of young dual language learners and their families are getting easier to find. Here are some examples of resources that are evidence-based, readily available, and free!

For starters, check out [The Young Dual Language Learner: 20 Short Videos](#)

https://www.youtube.com/channel/UUCKQ5FgGVIFpdt36_sv9FL-Q/featured?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term

The clips highlight the phases of second language acquisition, demonstrate effective teaching strategies and model approaches to family-professional collaboration.

Discover more resources by visiting the [Vermont Young DLL Resource Toolkit](#)

<http://fpg.unc.edu/presentations/vt-dll>

This 2016 collection features annotated descriptions of evidence sources (e.g., research, policies, position statements), print sources (e.g., articles, chapters), audiovisual sources (e.g., videos, archived webinars), and online sources (e.g., websites, modules). While the collection was commissioned by Vermont, the free, readily-available, evidence-based resources are not Vermont-specific.

Teaching a Literacy Course?

In the next issue

Program Quality and Cohesion

Here are some resources for building the capacity of your students to support the evolving literacy of young dual language learners.

[Many Languages, One Teacher: Supporting Language and Literacy Development for Preschool Dual Language Learners](#)

http://www.naeyc.org/yc/files/yc/file/201303/Many_Languages_Margruder_0313_0.pdf

This article highlights effective strategies for monolingual English-speaking teach-

ers to use to promote language and literacy growth for dual language learners, with emphasis on growth in the home language.

[Phonological Awareness is Child's Play!](#)

<http://www.naeyc.org/files/yc/file/200901/BTJPhonologicalAwareness.pdf>

This paper describes useful and practical ways in which teachers can support children's phonological awareness development, with attention to how that could be done in two languages

(e.g., English and Spanish) in which the phonemes differ.

[Storybook Reading for Young Dual Language Learners](#)

<http://www.naeyc.org/files/yc/file/201101/GillandersOnline0111.pdf>

This article explains the importance of storybook reading for dual language learners and offers effective practices for monolingual teachers to use in supporting young DLLs in the classroom. A storybook reading lesson plan is provided.

New Publication on Early Childhood Teacher Education Policies

An April 2016 paper, *Early Childhood Teacher Education: Research Review and State Trends*

http://ceelo.org/wp-content/uploads/2016/04/ceelo_policy_report_ec_teach_education_policies_final_for_web_2016_04.pdf offers

a review of published research on early childhood education (ECE) workforce education and credentials. It highlights promising practices that are being implemented by states and higher education programs, and

concludes with recommended actions for recruiting, preparing and retaining teachers with bachelor's degrees and early childhood credentials.

The section on the role of institutions of higher education may be of particular interest. It reminds readers of research findings documenting that early childhood pre-service programs may not emphasize assessment, observation, classroom and

behavioral management, cultural and linguistic responsiveness, family engagement, literacy, language, and numeracy instructional strategies, or social-emotional development. The report speaks to the importance of striving for comparability within and across institutions of higher education regarding ECE coursework and degrees.

Turning Your Classroom Inside Out: Reflections on Helping Students Learn

For those of you who teach face-to-face courses, this article may inspire new ways of thinking about how you, and your students, spend their time. It suggests that you deliver the nuts and bolts of content electronically. This may mean pre-recording and posting a lecture, finding an overview of the topic online, or accessing an archived webinar

(e.g., [The Front Porch series](#)). This will free up class time to have students apply the material, solve problems, and identify evidence-based practices for individualizing.

Yes, this means your lecture will essentially become homework. But by moving the knowledge acquisition component outside the classroom, you may be able

to better support some learners. Students will be able to pause or replay, while advanced students will get to fast forward. And by freeing up your regular lecture time, you can focus instead on engaging, collaborative and participatory experiences that will support knowledge acquisition. Read more at <http://www.nea.org/assets/docs/HE/Thriving.May12.pdf>

“Support for home language is critical”

Linda Espinosa

A Few Words About Faculty Finds

Faculty Finds is distributed six times per year. Each issue focuses on content resources, instructional resources, and information about effective preparation of early childhood professionals. All resources are **free**.

Faculty Finds is compiled by Camille Catlett. The listserv is supported by ACCESS. **All or part of Faculty Finds may be freely shared or copied.**

Anyone can sign up to receive future issues of Faculty Finds. Send an email with **no message to**

subscribe-facultyfinds@listserv.unc.edu

To suggest resources, please contact Camille (camille.catlett@unc.edu)

Past issues are archived at <http://fpg.unc.edu/resources/faculty-finds>

To learn more about ACCESS, visit the website at