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Partners in Early Learning

The California Department of Education (CDE) was given the authority in the 2021 Budget Bill to revise the Preschool Learning Foundations, which will now be known as the *California Preschool/Transitional Kindergarten Learning Foundations* (PTKLF). The California Department of Social Services (CDSS) is developing implementation materials and professional development. This partnership benefits all children regardless of funding sources.



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Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning—A Resource Guide (Second Edition)

Chapter 1: Introduction to the Resource Guide



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What do you hold in your head, heart, and hands?

"Being exposed to two or more languages at a young age is a gift. It is a gift because children who are able to learn through two or more languages benefit cognitively, socially, and emotionally."

"Exposure to more than one language should be celebrated as a growth opportunity that offers many learning and social advantages. Children who are developing bilingual abilities are developing unique strengths that will add to the cultural and linguistic resources of California."

Source: CDE, California Preschool Curriculum Framework, Volume 1, 2010, 224

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Training Outcome 1

Preschool teachers will recognize that preschool English learners bring an array of language skills, cognitive abilities, family resources, and life experiences that can serve as the foundation from which to begin their journey toward academic English mastery.

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Training Outcome 2

Preschool teachers, administrators, consultants, and others playing a supporting role in the education of preschool English learners will gain knowledge and strategies that will enhance their programs in moving children toward academic English mastery.

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Training Outcome 3

Participants will become familiar with the resources available on this topic from the California Department of Education:

- Preschool/Transitional Learning Foundations (PTKLF)
- Preschool Curriculum Framework (PCF)
- Preschool English Learners: A Resource Guide (PEL Guide) and DVD
- CPIN website: www.cpin.us
- Training materials

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Assumptions Wall

- On a large post-it note, record the one assumption that most influences the way you interact with multilingual learners and their families.
- Place your note on the “Assumptions Wall.”
- Read and reflect on the other posted assumptions.

Adapted from: Garmston, R. & Wellman, B. (1998). *The Adaptive School: Developing and Facilitating Collaborative Groups*. El Dorado Hills, CA: Four Hats Seminars.

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Welcome & Introductions

- **Trainers**
- **Participants: Do you work at a _____ program?**
 - State preschool
 - Head Start
 - Special Education
 - Even Start
 - First 5
 - Private
 - Other

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Preschool English Learners

Developing language and literacy skills in a child's first language is important for developing skills in a second language and, therefore, should be considered the first step in the range of expectations for children learning English as a second language.

Source: CDE, CA Preschool Learning Foundations, Volume 1, 2008,104



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Multilingualism as a Strength

Recognizing and treating multilingualism as a strength is important:

- It supports children's knowledge and skills in all their languages.
- It supports their connection to their home culture.

Source: CA PTKLF: Language and Literacy Development (LLD), 2024, 11



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Research Nugget: Multilingual Learners

About 59 percent of children age birth to five in California live in homes where a language other than English is used.

Source: CA PTKLF: LLD, 2024, 4

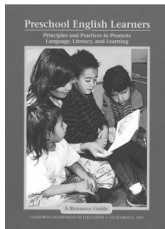


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Organization of the Resource Guide

- Review the **Key to the Resource Guide** on page 7 to familiarize yourself with the icons used in the PEL Guide.
- Read the **Ask Yourself** questions on page 8, noting that each chapter has questions to prompt self-reflection.
- See the **Additional References** on page 8 and note that several are free and downloadable.

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Organization of the Resource Guide (continued)

- **Refer to the last three sections:**
 - Appendixes
 - Glossary
 - References

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Be a learner first. Teach second.



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Thank
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