

**Preschool English Learners**  
**Principles and Practices to Promote Language, Literacy, and Learning**  
**A Resource Guide, Second Edition**

<b>CHAPTER 2 Preschool English Learners, Their Families, and Their Communities</b>
<b>PRINCIPLE 1</b>
<b>The education of English learners is enhanced when preschool programs and their families form meaningful partnerships.</b>

<b>CDE/ECE FACULTY INITIATIVE PROJECT – INITIATIVE MATRIX</b>	
NAEYC STANDARDS FOR DEGREE PROGRAMS Standard 1: Promoting Child Development and Learning NBPTS EARLY CHILDHOOD GENERALIST STANDARDS Standard 1: Understanding Young Children Standard 4: Promoting Child Development and Learning Standard 5: Knowledge of Integrated Curriculum	
<b>KNOWLEDGE</b> <b>Students demonstrate an understanding of:</b>	<b>SKILLS</b> <b>Students are able to:</b>
1.1 How the social interactions and physical environment of an early childhood setting impact children’s well-being and development 1.2 How to promote young children’s physical and psychological health, safety, and sense of security 1.3 The impact of adult and peer relations on development and learning 1.4 Theory and research about the importance and impact of relationships and quality interactions in early childhood settings and the family 1.5 The importance of respecting each child as an individual with his/her own abilities, feelings, and culture 1.6 How societal changes, including increasing working mothers poverty, single parent families, and English learners impact the need for preschool education 1.7 How children gain knowledge and understanding by building on prior experiences with their families and community 1.8 Cultural differences in social conventions, authority structures, age-related expectations and perceptions of and involvement in education 1.9 Language and literacy development	1.1 Promote children’s physical and psychological health, safety, and sense of security 1.2 Create warm and supportive relationships with all children and families 1.3 Explain the impact of societal changes on program and curriculum development 1.4 Consider and plan for how language learning, home language support, and communication goals will be addressed in the program and for all children 1.5 Build on previous linguistic experiences of children, particularly what children know in their home languages 1.6 Articulate and demonstrate practical ways to connect first and second languages 1.7 Help children to understand the assets associated with being bilingual 1.8 Develop and implement strategies to support children’s language and literacy development

<b>CDE/ECE FACULTY INITIATIVE PROJECT – INITIATIVE MATRIX</b>	
NAEYC STANDARDS FOR DEGREE PROGRAMS Standard 2: Building Family and Community Relationships NBPTS EARLY CHILDHOOD GENERALIST STANDARDS Standard 7: Family and Community Partnerships	
<b>KNOWLEDGE</b> <b>Students demonstrate an understanding of:</b>	<b>SKILLS</b> <b>Students are able to:</b>
2.1 Research on family relationships and the social ecology of young children 2.2 The ways in which children’s families and communities, including their culture, language,	2.1 Demonstrate an interest in and respect for children’s community and cultural backgrounds 2.2 Create culturally responsive programs that

<p>and history can affect children's participation in the program and their overall development</p> <p>2.3 The importance of establishing positive relationships with families of children in programs</p> <p>2.4 Various methods of communicating information to families that foster strong relationships</p> <p>2.5 The multiple responsibilities and challenges that face parents and families</p> <p>2.6 The experience of immigrants</p> <p>2.7 Families' roles and beliefs as related to language and literacy development</p> <p>2.8 Ways to involve families in their children's development and learning</p> <p>2.9 Strategies to help parents feel welcomed and involved in the program</p> <p>2.10 Methods to connect home and school language practices</p> <p>2.11 The range of parents' knowledge about the ways that language is learned and bilingualism</p>	<p>utilize a variety of strategies to communicate with families about routines, customs, home environments, and communities</p> <p>2.3 Articulate about their own culture and show curiosity about others' history and beliefs</p> <p>2.4 Incorporate parents' preferences and goals, related to their children's development and educational experience, and support the involvement of parents in helping children to attain those goals</p> <p>2.5 Incorporate families' languages, cultures, and customs into the program</p> <p>2.6 Provide opportunities for all families to become engaged in the program and their children's learning and development</p> <p>2.7 Explain specific information regarding program expectations, early learning foundations, and transition to kindergarten</p> <p>2.8 Listen to and learn from families, using a variety of means</p>
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**CDE/ECE FACULTY INITIATIVE PROJECT – INITIATIVE MATRIX**

NAEYC STANDARDS FOR DEGREE PROGRAMS  
Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families  
NBPTS EARLY CHILDHOOD GENERALIST STANDARDS  
Standard 3: Assessment  
Standard 5: Knowledge of Integrated Curriculum

**KNOWLEDGE**

**Students demonstrate an understanding of:**

3.1 Current research regarding assessment, related ethical issues, and use with children from diverse backgrounds

**SKILLS**

**Students are able to:**

3.1 Evaluate the implications of using various assessment approaches and interpreting the results with children from diverse cultural and linguistic backgrounds

**CDE/ECE FACULTY INITIATIVE PROJECT – INITIATIVE MATRIX**

NAEYC STANDARDS FOR DEGREE PROGRAMS  
Standard 4: Teaching and Learning  
NBPTS EARLY CHILDHOOD GENERALIST STANDARDS  
Standard 1: Understanding Young Children  
Standard 2: Equity, Fairness, and Diversity

**KNOWLEDGE**

**Students demonstrate an understanding of:**

4.1 How culturally responsive teaching practices, curricula, and program environments can influence children's learning and development

4.2 The teacher's role in encouraging and supporting appreciation and respect for individual and group similarities and differences

4.3 How teachers' own values affect their attitudes and behaviors in the classroom

4.4 The importance of supporting children's

**SKILLS**

**Students are able to:**

4.1 Develop curriculum and learning materials, as well as demonstrate interactions and teaching practices that foster children's development with sensitivity to language and culture

4.2 Develop processes for integrating families' child-rearing and language practices in the program

4.3 Support and teach children to appreciate and reflect on individual and group similarities and differences

development of their primary language and culture as a foundation for continued learning	4.4 Support children’s development of their primary language
<b>CDE/ECE FACULTY INITIATIVE PROJECT – INITIATIVE MATRIX</b>	
NAEYC STANDARDS FOR DEGREE PROGRAMS Standard 5: Growing as a Professional NBPTS EARLY CHILDHOOD GENERALIST STANDARDS Standard 8: Professional Partnerships Standard 9: Reflective Practice	
<b>KNOWLEDGE</b> <b>Students demonstrate an understanding of:</b>	<b>SKILLS</b> <b>Students are able to:</b>
5.1 Current issues and topics in the field of early childhood education, such as the need for high-quality preschool programs, the impact of societal changes on the need for preschool, research on early brain development, the needs of English language learners, and preparing children for kindergarten 5.2 Current research regarding assessment, related ethical issues, and use with children from diverse backgrounds	5.1 Identify and describe current issues in the field of early childhood education 5.2 Educate policy makers, parents, and community members about early childhood education practices 5.3 Evaluate the implications of using various assessment approaches and interpreting the results with children from diverse cultural and linguistic backgrounds

**Note:**

It is expected that students will *begin* to consider how to implement skills or think about (knowledge) relevant topics, through participation in any individual module activity or instruction strategy associated with a chapter of the Guide. It would be unlikely that a student would gain all the information or experience with a particular topic during one module activity (instructional strategy). To gain competency with particular skills or be able to apply knowledge, students will need to become fully engaged in the material through participation in multiple module activities, as well as other classroom experiences. For students to be able to demonstrate knowledge or skills, it is expected that faculty would address particular topics and skills using a variety of different instructional strategies from introductory to mastery level comprehension.