



## Multilingual Learning Toolkit Alignment with Early Childhood Education (ECE) Teaching Performance Expectations (TPEs) (ECE Teachers and Teacher Assistants)

The Multilingual Learning Toolkit provides a variety of research-based instructional strategies to best support Multilingual Learners (MLs), across a variety of topic areas. We have aligned each of the Toolkit topic areas, and their corresponding strategies with the existing **California Early Childhood Education Teaching Performance Expectations (TPEs)** to highlight the overlaps. In this document, we have aligned the Toolkit with the early childhood TPEs and their corresponding elements for both teachers and teacher assistants. For each topic in the Toolkit, we present elements from the California Early Childhood Education TPEs that align directly with (or could be considered a component of) the overarching topic, as well as those that relate to specific Toolkit strategies within each topic.

The goal of the alignment is to demonstrate to educators and professionals that the Toolkit strategies correspond to a large extent to what educators need to know to effectively instruct all children. It is important to note that each of these documents contains overarching expectations/standards/principles as well as specific elements within each. We recommend attention to both levels, to gain a) perspectives on the greater vision, mission, and principles of each document and b) understand the specific elements, as they relate to MLs.

### INSTRUCTIONAL STRATEGIES:

#### 1. How can I welcome and engage families of Multilingual Learner (ML) students as active partners in their child's learning?

Evidence-Based Strategies
A. Gather information on each child's language/cultural background from parents upon enrollment.*
B. Talk with families about their language and learning goals for their child. Ask families to share their thoughts on their child's bilingual development and how this may relate to their goals.
C. Provide families with information on home language development and the benefits of bilingualism and encourage them to continue to speak their home language to their children.
D. Partner with families to provide varied opportunities for them to come to the classroom to share their language and culture.
E. Provide parents with learning activities to do at home with their child to support home language development and connect the curriculum with learning at home.
F. Partner with families on identifying topics or ideas that are of interest to the child and incorporate these in curriculum planning.

\*Note: When collecting information from families, gather information that will be helpful for informing instruction. Avoid questions that may be sensitive, such as those concerning citizenship/immigration status, which should not have implications for students' access to free public education (see [CDE description of immigration status of students](#) and the 1982 Supreme Court [Plyer vs. Doe Ruling](#)) and their entitlement to feel safe and secure at school (as described in [this Assembly Bill No. 699](#)).

Alignment with ECE TPEs (Teachers and Assistant Teachers)		
ECE TPEs	Elements (Teachers)	Elements (Assistant Teachers)
<b>TPE 1: Engaging and Supporting All Young Children in Development and Learning</b>	<ul style="list-style-type: none"> <li>• <i>Element 1.e:</i> Describe the demographics and the cultural and linguistic background and perspectives of the children and families served within the early childhood setting</li> <li>• <i>Element 1.f:</i> Apply knowledge of children, including their prior experiences, interests, and social-emotional learning needs, their background knowledge (“funds of knowledge”), and cultural, language, and socioeconomic backgrounds, to engage them in learning</li> <li>• <i>Element 1.g:</i> Communicate and collaborate in partnership with families in a culturally appropriate and responsive manner to support young children’s development and learning</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Element 1.e:</i> Describe the demographics and the cultural and linguistic background and perspectives of the children and families served within the early childhood setting</li> <li>• <i>Element 1.f:</i> With guidance and direction from the Teacher and/or the Master Teacher, apply knowledge of individual children, including their prior experiences, interests, and social-emotional learning needs, their background knowledge and experiences (“funds of knowledge”), and cultural, language, and socioeconomic backgrounds to help engage them in learning</li> <li>• <i>Element 1.g:</i> Communicate and collaborate in partnership with families in a culturally appropriate and responsive manner to support young children’s development and learning, with guidance and/or direction from the Teacher and/or the Master Teacher</li> </ul>
<b>TPE 2: Creating and Maintaining Effective Environments for Young Children’s Development and Learning</b>	<ul style="list-style-type: none"> <li>• <i>Element 2.a:</i> Establish positive home relationships with young children and positive relationships with children’s families</li> <li>• <i>Element 2.i:</i> Explain how an effective home-school-family connection supports children’s development and learning</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Element 2.k:</i> Establish positive home relationships with young children and positive relationships with children’s families</li> <li>• <i>Element 2.w:</i> Explain how an effective home-school-family partnership supports children’s development and learning</li> </ul>
<b>TPE 4: Planning Instruction and Designing Developmental and Learning Experiences for all Young Children</b>	<ul style="list-style-type: none"> <li>• <i>Element 4.k:</i> Develop specific plans for engaging and partnering with families in supporting children’s growth and development</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Element 4.k:</i> Assist in developing specific plans for engaging and partnering with families in supporting children’s growth and development</li> </ul>

## 2. How do I foster the social-emotional health and development of Multilingual Learner (ML) students?

Evidence-Based Strategies
<b>A.</b> Engage individually with ML students in a warm and inclusive way. Take time to build trust, respect, and strong relationships with ML students and their families.
<b>B.</b> Help ML students integrate in group learning settings by providing opportunities to have a role in small and large groups.
<b>C.</b> Provide opportunities for ML students to build friendships and relationships, and meaningfully participate in peer social interactions.
<b>D.</b> Provide opportunities for ML students who speak the same language to serve as peer support for each other.
<b>E.</b> Provide adequate time for informal learning and exploration, to help develop relationships within the classroom.

Alignment with ECE TPEs (Teachers and Assistant Teachers)		
ECE TPEs	Elements (Teachers)	Elements (Assistant Teachers)
<b>TPE 1: Engaging and Supporting All Young Children in Development and Learning</b>	<ul style="list-style-type: none"> <li>• <i>Element 1.j:</i> Provide a supportive learning environment for children's first- and dual-language acquisition, development, and learning.</li> </ul>	
<b>TPE 2: Creating and Maintaining Effective Environments for Young Children's Development and Learning</b>	<ul style="list-style-type: none"> <li>• <i>Element 2.a:</i> Establish positive home relationships with young children and positive relationships with children's families</li> <li>• <i>Element 2.c:</i> Demonstrate the ability to promote children's positive social behavior and self-regulation</li> <li>• <i>Element 2.g:</i> Promote children's social-emotional growth, development, and individual responsibility using positive interventions and supports to foster a caring community where each child is treated fairly and respectfully by adults and peers</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Element 2.k:</i> Establish positive home relationships with young children and positive relationships with children's families</li> <li>• <i>Element 2.m:</i> Assist in promoting children's positive social behavior and self-regulation</li> <li>• <i>Element 2.r:</i> Promote children's social-emotional growth, development, and individual self-regulation using positive confirmations, interventions, and supports to foster a caring community where each child feels safe and is treated fairly and respectfully by adults and peers</li> </ul>
<b>TPE 4: Planning Instruction and Designing Developmental and Learning Experiences for all Young Children</b>	<ul style="list-style-type: none"> <li>• <i>Element 4.i:</i> Demonstrate planning that incorporates child-initiated and teacher-guided play interactions, daily routines, focused conversations, and focused interactions, along with a supportive classroom environment, that work in concert to support young children's development and learning</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Element 4.i:</i> Explain how to plan learning experiences that incorporate child-initiated and teacher-guided play interactions, daily routines, teacher-focused conversations, and teacher-focused interactions, within the context of a supportive classroom environment, that work in concert to support young children's development and learning</li> </ul>
<b>TPE 6: Developing as a Professional Educator</b>	<ul style="list-style-type: none"> <li>• <i>Element 6.m:</i> Exhibit positive dispositions of caring, support, acceptance, and fairness toward all children and families, as well as toward their colleagues</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Element 6.k:</i> Exhibit caring, support, acceptance, and fairness toward all children and families, as well as toward their colleagues</li> </ul>

### 3. What can I do to set up my classroom environment to support the learning of Multilingual Learner (ML) students?

Evidence-Based Strategies
<b>A.</b> Include labels and other functional print in the home language. Make sure home language print is viewed as "equal" to English print (e.g., make labels the same size in both languages).
<b>B.</b> Provide books in the home language and books that depict the cultural and linguistic background of children in a positive light. Make sure children of each language and cultural background can see themselves represented in the classroom.
<b>C.</b> Display and provide culturally relevant materials, including family pictures and cultural items from children's homes. Include families in helping to select books, objects, and materials to display in the classrooms.

Alignment with ECE TPEs (Teachers and Assistant Teachers)		
ECE TPEs	Elements (Teachers)	Elements (Assistant Teachers)
<b>TPE 2: Creating and Maintaining Effective Environments for Young Children’s Development and Learning</b>	<ul style="list-style-type: none"> <li>• <i>Element 2.h:</i> Describe elements of potentially effective, developmentally appropriate learning environments (physical space, routines, materials, activities, equipment, classroom management, health, safety, and nutrition) that promote young children’s development and learning</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Element 2.u:</i> Describe elements of effective, developmentally appropriate learning environments (physical space, routines, materials, activities, equipment, classroom management, health, safety, and nutrition) that promote young children’s development and learning</li> </ul>
<b>TPE 3: Understanding and Organizing Content Knowledge for Young Children’s Development and Learning</b>	<ul style="list-style-type: none"> <li>• <i>Element 3.m:</i> Use and adapt learning resources, learning materials, and a range of technology, including assistive technology, to facilitate children's equitable access to the curriculum, in collaboration as appropriate with other educators in the early childhood setting</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Element 3.j:</i> Use and adapt, as guided and/or as directed by the Teacher and/or the Master Teacher, learning resources, learning materials, and a range of technology, including assistive technology, to help facilitate children's equitable access to the curriculum and learning experiences</li> </ul>
<b>TPE 4: Planning Instruction and Designing Developmental and Learning Experiences for all Young Children</b>	<ul style="list-style-type: none"> <li>• <i>Element 4.g:</i> Plan, design, implement, and monitor instruction, making effective use of available time to maximize learning opportunities and provide access to the curriculum for all children by removing barriers and providing access through learning strategies that include: <ul style="list-style-type: none"> <li>◦ Appropriate use of instructional technology, including assistive technology</li> <li>◦ Use of developmentally, linguistically, and culturally appropriate learning experiences</li> <li>◦ Learning materials, and learning resources for all children, including first- and dual-language learners</li> <li>◦ Appropriate modifications for children with disabilities</li> <li>◦ Opportunities for children to support each other in learning</li> <li>◦ Use of community resources and services as applicable</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <i>Element 4.g:</i> Implement and help monitor and document learning experiences for children, making effective use of available time to maximize learning opportunities and provide access to learning experiences for all children by removing barriers and providing access through learning strategies that include: <ul style="list-style-type: none"> <li>◦ Appropriate use of technology, including assistive technology</li> <li>◦ Use of developmentally, linguistically, and culturally appropriate learning experiences</li> <li>◦ Learning materials, and learning resources for all children, including first- and dual-language learners</li> <li>◦ Appropriate modifications for children with disabilities and/or advanced abilities (i.e., gifted and talented)</li> <li>◦ Opportunities for children to support each other in learning</li> <li>◦ Use of community resources and services as guided and/or directed by the Teacher and/or the Master Teacher</li> </ul> </li> </ul>

#### 4. How can I support my Multilingual Learner (ML) students' oral language development?

Overarching Strategy	Evidence-Based Strategies
<p><b>Provide language-rich environments to support each language.</b></p>	<p><b>A.</b> Provide high-quality, responsive, and extended talk in each language, including longer utterances with varied vocabulary, a mix of open-ended and scaffolding questions, providing child-friendly definitions for new or unfamiliar words, recasting or repeating an erroneous utterance in a corrected form, and engaging in back-and-forth exchanges.</p>
	<p><b>B.</b> Ask questions in each language, including a mix of open- and closed-ended questions, to elicit talk from children.</p>
	<p><b>C.</b> Repeat and elaborate/expand on children's talk in each language, with adjectives, adverbs, clauses, etc. that are related to the topic the child is discussing.</p>
	<p><b>D.</b> Incorporate songs, rhymes, and chants in each language, and connect them to content learning.</p>
<p><b>Provide explicit vocabulary instruction in each language.</b></p>	<p><b>E.</b> Select commonly used academic words (e.g., observe, demonstrate, cycle, evaluate, conflict, etc.) and content-specific words or phrases (e.g., energy, habitat, food chain, law, freedom) from texts/unit of study and incorporate them into instruction.</p>
	<p><b>F.</b> Explicitly teach words through multiple modalities of writing, speaking, and listening (e.g., vocabulary picture cards, word maps, visual aids, props, word walls, gestures).</p>
	<p><b>G.</b> Reinforce target words by using them throughout the day and across contexts (e.g., present word during morning meeting, post on word wall, engage with associated objects and words during small group or free choice learning time, etc.).</p>
	<p><b>H.</b> Provide hands-on, inquiry-based experiences (e.g., designing and implementing experiments) to help give language meaning and purpose.</p>

Alignment with ECE TPEs (Teachers and Assistant Teachers)		
ECE TPEs	Elements (Teachers)	Elements (Assistant Teachers)
<b>TPE 1: Engaging and Supporting All Young Children in Development and Learning</b>	<ul style="list-style-type: none"> <li>• <i>Element 1.j</i>: Provide a supportive learning environment for children's first- and dual-language acquisition, development, and learning.</li> </ul>	
<b>TPE 3: Understanding and Organizing Content Knowledge for Young Children's Development and Learning</b>	<ul style="list-style-type: none"> <li>• <i>Element 3.d</i>: Understand and demonstrate how to interact with children in ways that support their content learning and developing skills</li> <li>• <i>Element 3.h</i>: Appropriately implement learning experiences that are developmentally, culturally, and linguistically appropriate, engaging, and supportive of children's learning</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Element 3.d</i>: Understand and demonstrate how to interact with children in ways that support their learning and developing skills</li> <li>• <i>Element 3.f</i>: Appropriately implement learning experiences that are developmentally, culturally, and linguistically appropriate, engaging, and supportive of children's learning</li> </ul>
<b>TPE 4: Planning Instruction and Designing Developmental and Learning Experiences for all Young Children</b>	<ul style="list-style-type: none"> <li>• <i>Element 4.c</i>: Demonstrate appropriate pedagogy for key content and skill areas in the early childhood curriculum</li> <li>• <i>Element 4.m</i>: Describe appropriate strategies for supporting home language for the youngest learners in developing language and literacy skills</li> <li>• <i>Element 4.n</i>: Describe appropriate strategies for supporting Dual Language Learners in developing English language and literacy skills for infants, toddlers, and preschool age children</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Element 4.c</i>: Implement appropriate pedagogy for key content and skill areas in the early childhood curriculum</li> <li>• <i>Element 4.m</i>: Describe appropriate strategies for supporting home language for the youngest learners</li> <li>• <i>Element 4.n</i>: Describe appropriate strategies for supporting Dual Language Learners in developing language and literacy skills for infants, toddlers, and preschool age children</li> </ul>

## 5. How can I support my Multilingual Learner (ML) students' literacy development?

Overarching Strategy	Evidence-Based Strategies
<p><b>Build foundational reading skills in each language.</b></p>	<p><b>A.</b> Conduct phonological awareness activities that explicitly teach children to hear individual segments of sounds in words, such as using manipulatives to represent sound units (relevant for letter-based writing systems only).</p>
	<p><b>B.</b> Help children identify letters and develop awareness of letter-sound connections (i.e., phonics); (relevant for letter-based writing systems only).</p>
	<p><b>C.</b> Provide instruction on book concepts and knowledge (particularly in preschool to support emergent literacy).</p>
<p><b>Use shared reading activities to build oral language and reading comprehension skills in each language.</b></p>	<p><b>D.</b> Read text aloud with appropriate speed and expression to promote oral reading fluency.</p>
	<p><b>E.</b> Conduct pre- and post-reading activities and discussions in each language to foster critical thinking skills and reading comprehension.</p>
	<p><b>F.</b> Engage in interactive (i.e., dialogic) reading by asking open-ended questions, prompting children for narrative retell, and modeling and supporting language and content comprehension skills.</p>
	<p><b>G.</b> Introduce and explain new vocabulary words before, during, or after reading.</p>
	<p><b>H.</b> Read text in the home language first, and then follow up by reading the text in English over a period of time.</p>
<p><b>Provide consistent opportunities and appropriate scaffolds to engage children with writing in each language.</b></p>	<p><b>I.</b> Practice developmentally appropriate writing activities (e.g., pre-writing in preschool) in each language.</p>
	<p><b>J.</b> Provide language-based supports (e.g., graphic organizers, sentence starters) to help students begin and develop writing.</p>
	<p><b>K.</b> Provide writing assignments that are content-based and help develop academic language as well as writing skills. (elementary only)</p>
	<p><b>L.</b> Develop student writing for a variety of genres and audiences using appropriate content, organization, and style. (elementary only)</p>

Alignment with ECE TPEs (Teachers and Assistant Teachers)		
ECE TPEs	Elements (Teachers)	Elements (Assistant Teachers)
<b>TPE 1: Engaging and Supporting All Young Children in Development and Learning</b>	<ul style="list-style-type: none"> <li>• <i>Element 1.j</i>: Provide a supportive learning environment for children's first- and dual-language acquisition, development, and learning</li> </ul>	
<b>TPE 3: Understanding and Organizing Content Knowledge for Young Children's Development and Learning</b>	<ul style="list-style-type: none"> <li>• <i>Element 3.d</i>: Understand and demonstrate how to interact with children in ways that support their content learning and developing skills</li> <li>• <i>Element 3.h</i>: Appropriately implement learning experiences that are developmentally, culturally, and linguistically appropriate, engaging, and supportive of children's learning</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Element 3.d</i>: Understand and demonstrate how to interact with children in ways that support their learning and developing skills</li> <li>• <i>Element 3.f</i>: Appropriately implement learning experiences that are developmentally, culturally, and linguistically appropriate, engaging, and supportive of children's learning</li> </ul>
<b>TPE 4: Planning Instruction and Designing Developmental and Learning Experiences for all Young Children</b>	<ul style="list-style-type: none"> <li>• <i>Element 4.c</i>: Demonstrate appropriate pedagogy for key content and skill areas in the early childhood curriculum</li> <li>• <i>Element 4.m</i>: Describe appropriate strategies for supporting home language for the youngest learners in developing language and literacy skills</li> <li>• <i>Element 4.n</i>: Describe appropriate strategies for supporting Dual Language Learners in developing English language and literacy skills for infants, toddlers, and preschool age children</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Element 4.c</i>: Implement appropriate pedagogy for key content and skill areas in the early childhood curriculum</li> <li>• <i>Element 4.m</i>: Describe appropriate strategies for supporting home language for the youngest learners</li> <li>• <i>Element 4.n</i>: Describe appropriate strategies for supporting Dual Language Learners in developing language and literacy skills for infants, toddlers, and preschool age children</li> </ul>



## 6. How can I support bilingualism in the context of a dual language or bilingual classroom?

Evidence-Based Strategies
A. Provide curriculum and language support materials in each language that are of equally high quality.
B. Follow an intentional, systematic plan for supporting the development of each language, which includes maintaining separate protected time for each language.
C. Integrate reading, writing, listening, and speaking in both languages to develop bilingualism and biliteracy.
D. Make sure to use content to build both home language and English, so that Multilingual Learner (ML) students develop content understanding in both languages.
E. Provide separate (and complementary) oral language and literacy opportunities and materials in each language to allow children to become immersed in each language.
F. Provide explicit opportunities for children to compare and contrast the two languages to support cross-language transfer of learning.
G. Assess children in both their home language and English to understand their full range of skills.

Alignment with ECE TPEs (Teachers and Assistant Teachers)		
ECE TPEs	Elements (Teachers)	Elements (Assistant Teachers)
<b>TPE 1: Engaging and Supporting All Young Children in Development and Learning</b>	<ul style="list-style-type: none"> <li>• <i>Element 1.j:</i> Provide a supportive learning environment for children's first- and dual-language acquisition, development, and learning</li> </ul>	
<b>TPE 3: Understanding and Organizing Content Knowledge for Young Children's Development and Learning</b>	<ul style="list-style-type: none"> <li>• <i>Element 3.d:</i> Understand and demonstrate how to interact with children in ways that support their content learning and developing skills</li> <li>• <i>Element 3.h:</i> Design and implement learning experiences that are developmentally and linguistically appropriate, engaging, and supportive of children's learning</li> <li>• <i>Element 3.l:</i> Individually and through consultation and collaboration with other educators, plan for effective learning opportunities appropriate for young children, and provide multiple ways for young learners to demonstrate their learning development</li> <li>• <i>Element 3.m:</i> Use and adapt learning resources, learning materials, and a range of technology, including assistive technology, to facilitate children's equitable access to the curriculum, in collaboration as appropriate with other educators in the early childhood setting</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Element 3.d:</i> Understand and demonstrate how to interact with children in ways that support their learning and developing skills</li> <li>• <i>Element 3.f:</i> Appropriately implement learning experiences that are developmentally, culturally, and linguistically appropriate, engaging, and supportive of children's learning</li> <li>• <i>Element 3.j:</i> Use and adapt, as guided and/or as directed by the Teacher and/or the Master Teacher, learning resources, learning materials, and a range of technology, including assistive technology, to help facilitate children's equitable access to the curriculum and learning experiences</li> </ul>
<b>TPE 4: Planning Instruction and Designing Developmental and Learning Experiences for all Young Children</b>	<ul style="list-style-type: none"> <li>• <i>Element 4.c:</i> Demonstrate appropriate pedagogy for key content and skill areas in the early childhood curriculum</li> <li>• <i>Element 4.h:</i> Demonstrate how specific learning experiences would be adapted to address specific children's needs related to their cultural background, linguistic, ethnic, economic, skill levels, gender, and first-, second-, and dual-language acquisition and development, as well as children's diverse learning styles, motivations, interests, skills, and social and cognitive development</li> <li>• <i>Element 4.m:</i> Describe appropriate strategies for supporting home language for the youngest learners in developing language and literacy skills</li> <li>• <i>Element 4.n:</i> Describe appropriate strategies for supporting Dual Language Learners in developing English language and literacy skills for infants, toddlers, and preschool age children</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Element 4.c:</i> Implement appropriate pedagogy for key content and skill areas in the early childhood curriculum</li> <li>• <i>Element 4.h:</i> Explain how specific learning experiences would be differentiated/ adapted to address specific individual children's needs related to their cultural background, linguistic, ethnic, economic, skill levels, gender, and first- and dual-language acquisition and development, as well as children's diverse learning styles, motivations, interests, skills, physical, emotional, and social and cognitive development</li> <li>• <i>Element 4.m:</i> Describe appropriate strategies for supporting home language for the youngest learners</li> <li>• <i>Element 4.n:</i> Describe appropriate strategies for supporting Dual Language Learners in developing language and literacy skills for infants, toddlers, and preschool age children</li> </ul>

Alignment with ECE TPEs (Teachers and Assistant Teachers) <i>Continued</i>		
ECE TPEs	Elements (Teachers)	Elements (Assistant Teachers)
<b>TPE 5: Assessing and Documenting Young Children's Learning</b>	<ul style="list-style-type: none"> <li>• <i>Element 5.j:</i> Interpret first- and Dual Language Learners assessment data to identify their level of proficiency in English as well as in their home language, as applicable, and use this information in planning learning experiences and sequences</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Element 5.i:</i> Demonstrate understanding of how to interpret first- and Dual Language Learners' assessment results to identify their level of proficiency in English as well as in their home language, as applicable, as well as how to use this information in helping to plan learning experiences and sequences</li> </ul>

**7. What can I do to encourage home language development if I don't speak the home language of all of the Multilingual Learner (ML) students in my classroom?**

Evidence-Based Strategies
<b>A.</b> Learn key words and phrases in the home language of children. Ask parents or community volunteers for help.
<b>B.</b> Introduce key vocabulary words in the home language that are related to the content being taught, prior to teaching in English.
<b>C.</b> Use cognates (e.g., art/artes, computer/computadora in Spanish) to emphasize connections between English and the home language (if applicable to the home language).
<b>D.</b> Invite children to be experts and share their home language.
<b>E.</b> Invite parents and other speakers of the home language to join classroom activities and speak, tell and share stories, and read in the home language. (For example, invite parents to pre-read a story in the home language, before reading the same story in English.)

Alignment with ECE TPEs (Teachers and Assistant Teachers)		
ECE TPEs	Elements (Teachers)	Elements (Assistant Teachers)
<p><b>TPE 1: Engaging and Supporting All Young Children in Development and Learning</b></p>	<ul style="list-style-type: none"> <li>• <i>Element 1.f:</i> Apply knowledge of children, including their prior experiences, interests, and social-emotional learning needs, their background knowledge (“funds of knowledge”), and cultural, language, and socioeconomic backgrounds, to engage them in learning</li> <li>• <i>Element 1.g:</i> Communicate and collaborate in partnership with families in a culturally appropriate and responsive manner to support young children’s development and learning</li> <li>• <i>Element 1.j:</i> Provide a supportive learning environment for children’s first- and dual-language acquisition, development, and learning</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Element 1.f:</i> With guidance and direction from the Teacher and/or the Master Teacher, apply knowledge of individual children, including their prior experiences, interests, and social-emotional learning needs, their background knowledge and experiences (“funds of knowledge”), and cultural, language, and socioeconomic backgrounds, to help engage them in learning</li> <li>• <i>Element 1.g:</i> Communicate and collaborate in partnership with families in a culturally appropriate and responsive manner to support young children’s development and learning, with guidance and/or direction from the Teacher and/or the Master Teacher</li> </ul>
<p><b>TPE 3: Understanding and Organizing Content Knowledge for Young Children’s Development and Learning</b></p>	<ul style="list-style-type: none"> <li>• <i>Element 3.d:</i> Understand and demonstrate how to interact with children in ways that support their content learning and developing skills</li> <li>• <i>Element 3.f:</i> Understand and demonstrate how to adjust a curriculum to meet the needs of young children and to address differences in young children’s skill levels and learning styles, as well as how to adjust the curriculum and learning activities to address children’s individualized learning plans for young children with special needs</li> <li>• <i>Element 3.h:</i> Design and implement learning experiences that are developmentally and linguistically appropriate, engaging, and supportive of children’s learning</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Element 3.d:</i> Understand and demonstrate how to interact with children in ways that support their learning and developing skills</li> <li>• <i>Element 3.e:</i> Understand how to adjust learning experiences to meet the needs of all young children and to effectively engage children’s varying developmental and skill levels, learning styles, strengths and needs, including implementing individualized learning plans for young children with special needs</li> <li>• <i>Element 3.f:</i> Appropriately implement learning experiences that are developmentally, culturally, and linguistically appropriate, engaging, and supportive of children’s learning</li> </ul>

Alignment with ECE TPEs (Teachers and Assistant Teachers) *Continued*

ECE TPEs	Elements (Teachers)	Elements (Assistant Teachers)
<p><b>TPE 4: Planning Instruction and Designing Developmental and Learning Experiences for all Young Children</b></p>	<ul style="list-style-type: none"> <li>• <i>Element 4.a:</i> Plan developmental and learning experiences, as applicable, that are developmentally appropriate, build on what children know and understand, and can be individualized to accommodate different skill levels and learning styles</li> <li>• <i>Element 4.g:</i> Plan, design, implement, and monitor instruction, making effective use of available time to maximize learning opportunities and provide access to the curriculum for all children by removing barriers and providing access through learning strategies that include:               <ul style="list-style-type: none"> <li>◦ Appropriate use of instructional technology, including assistive technology</li> <li>◦ Use of developmentally, linguistically, and culturally appropriate learning experiences</li> <li>◦ Learning materials and learning resources for all children, including first- and Dual Language Learners</li> <li>◦ Appropriate modifications for children with disabilities</li> <li>◦ Opportunities for children to support each other in learning</li> <li>◦ Use of community resources and services as applicable</li> </ul> </li> <li>• <i>Element 4.h:</i> Demonstrate how specific learning experiences would be adapted to address specific children’s needs related to their cultural background, linguistic, ethnic, economic, skill levels, gender, and first-, second-, and dual-language acquisition and development, as well as children’s diverse learning styles, motivations, interests, skills, and social and cognitive development</li> <li>• <i>Element 4.m:</i> Describe appropriate strategies for supporting home language for the youngest learners in developing language and literacy skills</li> <li>• <i>Element 4.n:</i> Describe appropriate strategies for supporting Dual Language Learners in developing English language and literacy skills for infants, toddlers, and preschool age children</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Element 4.a:</i> Help plan learning experiences, as applicable, that are developmentally appropriate, build on what children know and understand, and can be individualized to accommodate different skill levels and learning styles</li> <li>• <i>Element 4.g:</i> Implement and help monitor and document learning experiences for children, making effective use of available time to maximize learning opportunities and provide access to learning experiences for all children by removing barriers and providing access through learning strategies that include:               <ul style="list-style-type: none"> <li>◦ Appropriate use of technology, including assistive technology</li> <li>◦ Use of developmentally, linguistically, and culturally appropriate learning experiences</li> <li>◦ Learning materials and learning resources for all children, including first- and Dual Language Learners</li> <li>◦ Appropriate modifications for children with disabilities and/or advanced abilities (i.e., gifted and talented)</li> <li>◦ Opportunities for children to support each other in learning</li> <li>◦ Use of community resources and services as guided and/or directed by the Teacher and/or the Master Teacher</li> </ul> </li> <li>• <i>Element 4.h:</i> Explain how specific learning experiences would be differentiated/ adapted to address specific individual children’s needs related to their cultural background, linguistic, ethnic, economic, skill levels, gender, and first- and dual-language acquisition and development, as well as children’s diverse learning styles, motivations, interests, skills, physical, emotional, and social and cognitive development</li> <li>• <i>Element 4.m:</i> Describe appropriate strategies for supporting home language for the youngest learners</li> <li>• <i>Element 4.n:</i> Describe appropriate strategies for supporting Dual Language Learners in developing language and literacy skills for infants, toddlers, and preschool age children</li> </ul>

**8. Are there additional strategies I can use to support my Multilingual Learner (ML) students' English language development (ELD)?**

Evidence-Based Strategies
A. Use visual cues, gestures, and signals to accompany speech.
B. Use instructional tools (e.g., videos, graphic organizers) to develop language in context.
C. Teach word learning strategies (e.g., use of context clues, word parts, cognates) to help children learn the meaning of words in English.
D. Conduct supplemental small group instruction, in the home language and/or English, with ML students of similar proficiency levels, to help support content learning.
E. Preview concepts in the home language to activate and build background knowledge, prior to teaching new content in English.
F. Permit ML students longer wait times to allow them to process speech.
G. Introduce longer phrases and sentences and offer less support as ML students' English proficiency grows.
H. Talk with ML students one-on-one, providing targeted, language interactions based on their needs.
I. Provide students opportunities to work in pairs or small groups with English proficient peers who can serve as language models.

Alignment with ECE TPEs (Teachers and Assistant Teachers)		
ECE TPEs	Elements (Teachers)	Elements (Assistant Teachers)
<p><b>TPE 1: Engaging and Supporting All Young Children in Development and Learning</b></p>	<ul style="list-style-type: none"> <li>• <i>Element 1.f:</i> Apply knowledge of children, including their prior experiences, interests, and social-emotional learning needs, their background knowledge (“funds of knowledge”), and cultural, language, and socioeconomic backgrounds, to engage them in learning</li> <li>• <i>Element 1.j:</i> Provide a supportive learning environment for children’s first- and dual-language acquisition, development, and learning</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Element 1.f:</i> With guidance and direction from the Teacher and/or the Master Teacher, apply knowledge of individual children, including their prior experiences, interests, and social-emotional learning needs, their background knowledge and experiences (“funds of knowledge”), and cultural, language, and socioeconomic backgrounds, to help engage them in learning</li> </ul>

Alignment with ECE TPEs (Teachers and Assistant Teachers) *Continued*

ECE TPEs	Elements (Teachers)	Elements (Assistant Teachers)
<p><b>TPE 3: Understanding and Organizing Content Knowledge for Young Children’s Development and Learning</b></p>	<ul style="list-style-type: none"> <li>• <i>Element 3.d:</i> Understand and demonstrate how to interact with children in ways that support their content learning and developing skills</li> <li>• <i>Element 3.f:</i> Understand and demonstrate how to adjust a curriculum to meet the needs of young children and to address differences in young children’s skill levels and learning styles, as well as how to adjust the curriculum and learning activities to address children’s individualized learning plans for young children with special needs</li> <li>• <i>Element 3.h:</i> Design and implement learning experiences that are developmentally and linguistically appropriate, engaging, and supportive of children’s learning</li> <li>• <i>Element 3.m:</i> Use and adapt learning resources, learning materials, and a range of technology, including assistive technology, to facilitate children's equitable access to the curriculum, in collaboration as appropriate with other educators in the early childhood setting</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Element 3.d:</i> Understand and demonstrate how to interact with children in ways that support their learning and developing skills</li> <li>• <i>Element 3.e:</i> Understand how to adjust learning experiences to meet the needs of all young children and to effectively engage children’s varying developmental and skill levels, learning styles, strengths and needs, including implementing individualized learning plans for young children with special needs</li> <li>• <i>Element 3.f:</i> Appropriately implement learning experiences that are developmentally, culturally, and linguistically appropriate, engaging, and supportive of children’s learning</li> <li>• <i>Element 3.j:</i> Use and adapt, as guided and/or as directed by the Teacher and/or the Master Teacher, learning resources, learning materials, and a range of technology, including assistive technology, to help facilitate children's equitable access to the curriculum and learning experiences</li> </ul>

Alignment with ECE TPEs (Teachers and Assistant Teachers) *Continued*

ECE TPEs	Elements (Teachers)	Elements (Assistant Teachers)
<p><b>TPE 4: Planning Instruction and Designing Developmental and Learning Experiences for all Young Children</b></p>	<ul style="list-style-type: none"> <li>• <i>Element 4.a:</i> Plan developmental and learning experiences, as applicable, that are developmentally appropriate, build on what children know and understand, and can be individualized to accommodate different skill levels and learning styles</li> <li>• <i>Element 4.g:</i> Plan, design, implement, and monitor instruction, making effective use of available time to maximize learning opportunities and provide access to the curriculum for all children by removing barriers and providing access through learning strategies that include:               <ul style="list-style-type: none"> <li>◦ Appropriate use of instructional technology, including assistive technology</li> <li>◦ Use of developmentally, linguistically, and culturally appropriate learning experiences</li> <li>◦ Learning materials and learning resources for all children, including first- and Dual Language Learners</li> <li>◦ Appropriate modifications for children with disabilities</li> <li>◦ Opportunities for children to support each other in learning</li> <li>◦ Use of community resources and services as applicable</li> </ul> </li> <li>• <i>Element 4.h:</i> Demonstrate how specific learning experiences would be adapted to address specific children’s needs related to their cultural background, linguistic, ethnic, economic, skill levels, gender, and first-, second-, and dual-language acquisition and development, as well as children’s diverse learning styles, motivations, interests, skills, and social and cognitive development</li> <li>• <i>Element 4.i:</i> Integrate movement and kinesthetic experiences within the curriculum to help young children’s development and learning</li> <li>• <i>Element 4.m:</i> Describe appropriate strategies for supporting home language for the youngest learners in developing language and literacy skills</li> <li>• <i>Element 4.n:</i> Describe appropriate strategies for supporting Dual Language Learners in developing English language and literacy skills for infants, toddlers, and preschool age children</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Element 4.a:</i> Help plan learning experiences, as applicable, that are developmentally appropriate, build on what children know and understand, and can be individualized to accommodate different skill levels and learning styles</li> <li>• <i>Element 4.g:</i> Implement and help monitor and document learning experiences for children, making effective use of available time to maximize learning opportunities and provide access to learning experiences for all children by removing barriers and providing access through learning strategies that include:               <ul style="list-style-type: none"> <li>◦ Appropriate use of technology, including assistive technology</li> <li>◦ Use of developmentally, linguistically, and culturally appropriate learning experiences</li> <li>◦ Learning materials and learning resources for all children, including first- and Dual Language Learners</li> <li>◦ Appropriate modifications for children with disabilities and/or advanced abilities (i.e., gifted and talented)</li> <li>◦ Opportunities for children to support each other in learning</li> <li>◦ Use of community resources and services as guided and/or directed by the Teacher and/or the Master Teacher</li> </ul> </li> <li>• <i>Element 4.h:</i> Explain how specific learning experiences would be differentiated/adapted to address specific individual children’s needs related to their cultural background, linguistic, ethnic, economic, skill levels, gender, and first- and dual-language acquisition and development, as well as children’s diverse learning styles, motivations, interests, skills, physical, emotional, and social and cognitive development</li> <li>• <i>Element 4.i:</i> Integrate movement and kinesthetic experiences within learning experiences to support young children’s development and learning</li> <li>• <i>Element 4.m:</i> Describe appropriate strategies for supporting home language for the youngest learners</li> <li>• <i>Element 4.n:</i> Describe appropriate strategies for supporting Dual Language Learners in developing language and literacy skills for infants, toddlers, and preschool age children</li> </ul>



## 9. How can I support my Multilingual Learner (ML) students' content learning?

Evidence-Based Strategies
A. Provide hands-on, inquiry-based experiences to help give content and subject matter meaning and purpose.
B. Preview and review learning material (e.g., books, vocabulary, etc.) in the home language, before teaching that material in English, to activate and connect to background knowledge children have about the topic from their home language.
C. Provide supplemental, targeted, small group instruction for ML students to facilitate learning of new content or targeted support of language and literacy.
D. Strategically organize ML students in pairs or small groups with same language peers to support content learning.
E. Provide multiple opportunities for children to engage with and practice content area vocabulary and concepts.

Alignment with ECE TPEs (Teachers and Assistant Teachers)		
ECE TPEs	Elements (Teachers)	Elements (Assistant Teachers)
<b>TPE 1: Engaging and Supporting All Young Children in Development and Learning</b>	<ul style="list-style-type: none"> <li>• <i>Element 1.f:</i> Apply knowledge of children, including their prior experiences, interests, and social-emotional learning needs, their background knowledge (“funds of knowledge”), and cultural, language, and socioeconomic backgrounds, to engage them in learning</li> <li>• <i>Element 1.j:</i> Provide a supportive learning environment for children’s first- and dual-language acquisition, development and learning</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Element 1.f:</i> With guidance and direction from the Teacher and/or the Master Teacher, apply knowledge of individual children, including their prior experiences, interests, and social-emotional learning needs, their background knowledge and experiences (“funds of knowledge”), and cultural, language, and socioeconomic backgrounds, to help engage them in learning</li> </ul>
<b>TPE 3: Understanding and Organizing Content Knowledge for Young Children’s Development and Learning</b>	<ul style="list-style-type: none"> <li>• <i>Element 3.d:</i> Understand and demonstrate how to interact with children in ways that support their content learning and developing skills</li> <li>• <i>Element 3.h:</i> Design and implement learning experiences that are developmentally and linguistically appropriate, engaging, and supportive of children’s learning</li> <li>• <i>Element 3.i:</i> Individually and through consultation and collaboration with other educators, plan for effective learning opportunities appropriate for young children, and provide multiple ways for young learners to demonstrate their learning development</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Element 3.d:</i> Understand and demonstrate how to interact with children in ways that support their learning and developing skills</li> <li>• <i>Element 3.f:</i> Appropriately implement learning experiences that are developmentally, culturally, and linguistically appropriate, engaging, and supportive of children’s learning</li> </ul>

Alignment with ECE TPEs (Teachers and Assistant Teachers) *Continued*

ECE TPEs	Elements (Teachers)	Elements (Assistant Teachers)
<p><b>TPE 4: Planning Instruction and Designing Developmental and Learning Experiences for all Young Children</b></p>	<ul style="list-style-type: none"> <li>• <i>Element 4.c:</i> Demonstrate appropriate pedagogy for key content and skill areas in the early childhood curriculum</li> <li>• <i>Element 4.f:</i> Design and implement learning experiences that are intentionally developmentally appropriate, engaging, and playful, as well assessments that reflect the interconnectedness of content areas and related children’s skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable</li> <li>• <i>Element 4.g:</i> Plan, design, implement, and monitor instruction, making effective use of available time to maximize learning opportunities and provide access to the curriculum for all children by removing barriers and providing access through learning strategies that include:               <ul style="list-style-type: none"> <li>○ Appropriate use of instructional technology, including assistive technology</li> <li>○ Use of developmentally, linguistically, and culturally appropriate learning experiences</li> <li>○ Learning materials and learning resources for all children, including first- and Dual Language Learners</li> <li>○ Appropriate modifications for children with disabilities</li> <li>○ Opportunities for children to support each other in learning</li> <li>○ Use of community resources and services as applicable</li> </ul> </li> <li>• <i>Element 4.h:</i> Demonstrate how specific learning experiences would be adapted to address specific children’s needs related to their cultural background, linguistic, ethnic, economic, skill levels, gender, and first-, second-, and dual-language acquisition and development, as well as children’s diverse learning styles, motivations, interests, skills, and social and cognitive development</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Element 4.c:</i> Implement appropriate pedagogy for key content and skill areas in the early childhood curriculum</li> <li>• <i>Element 4.f:</i> Assist in implementing learning experiences that are developmentally appropriate, engaging, and playful, as well assessments that reflect the interconnectedness of content areas and related children’s skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable</li> <li>• <i>Element 4.g:</i> Implement and help monitor and document learning experiences for children, making effective use of available time to maximize learning opportunities and provide access to learning experiences for all children by removing barriers and providing access through learning strategies that include:               <ul style="list-style-type: none"> <li>○ Appropriate use of technology, including assistive technology</li> <li>○ Use of developmentally, linguistically, and culturally appropriate learning experiences</li> <li>○ Learning materials and learning resources for all children, including first- and Dual Language Learners</li> <li>○ Appropriate modifications for children with disabilities and/or advanced abilities (i.e., gifted and talented)</li> <li>○ Opportunities for children to support each other in learning</li> <li>○ Use of community resources and services as guided and/or directed by the Teacher and/or the Master Teacher</li> </ul> </li> <li>• <i>Element 4.h:</i> Explain how specific learning experiences would be differentiated/adapted to address specific individual children’s needs related to their cultural background, linguistic, ethnic, economic, skill levels, gender, and first- and dual-language acquisition and development, as well as children’s diverse learning styles, motivations, interests, skills, physical, emotional, and social and cognitive development</li> </ul>

## 10. What do I need to consider when assessing Multilingual Learner (ML) students?

Evidence-Based Strategies
A. Co-create language and content learning goals for children with co-teachers and parents.
B. Use assessment results to inform instruction based on student English language development progress. Use assessment to inform strategic grouping and small group instruction.
C. Draw from a variety of formative assessment tools (e.g., observations of child’s oral language, portfolios of written work, comprehension focused questions or tasks, etc.) to monitor progress.
D. Use summative assessment tools (e.g., a standardized tool that measures a specific skill) to determine if children are adequately learning content being taught and progressing in language development.
E. Assess children in their home language. If you don’t speak the home language, try to find interpreters to help conduct assessments.
F. Make an effort to study and understand the process of second language acquisition to help assess and monitor language development to determine if ML students are making appropriate progress.

Alignment with ECE TPEs (Teachers and Assistant Teachers)		
ECE TPEs	Elements (Teachers)	Elements (Assistant Teachers)
<b>TPE 1: Engaging and Supporting All Young Children in Development and Learning</b>	<ul style="list-style-type: none"> <li>• <i>Element 1.a:</i> Describe the typical progression of young children’s cognitive development, social-emotional skills first- and dual-language development, literacy, mathematics, general learning competencies, physical development, and mental, emotional, and physical health</li> <li>• <i>Element 1.k:</i> Monitor children’s development and learning and adjust learning experiences while teaching so that children continue to be actively engaged in their learning</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Element 1.a:</i> Explain the typical progression of young children’s cognitive development, social-emotional skills, first- and dual-language development, literacy, mathematics, general learning competencies, physical development, and mental, emotional, and physical health</li> <li>• <i>Element 1.j:</i> Assist in monitoring children’s development and learning and adjust learning experiences as guided or directed by the Teacher and/or the Master Teacher so that children continue to be actively engaged in their learning</li> </ul>

Alignment with ECE TPEs (Teachers and Assistant Teachers) *Continued*

ECE TPEs	Elements (Teachers)	Elements (Assistant Teachers)
<p><b>TPE 3: Understanding and Organizing Content Knowledge for Young Children’s Development and Learning</b></p>	<ul style="list-style-type: none"> <li>• <i>Element 3.e:</i> Demonstrate the observational skills necessary to appropriately document the effectiveness of the learning activities and use this information to adjust instruction as appropriate</li> <li>• <i>Element 3.i:</i> Use knowledge about children and learning goals to organize the curriculum to facilitate children’s understanding of key content area concepts and make accommodations and/or modifications as needed to promote children’s access to the curriculum</li> <li>• <i>Element 3.j:</i> Set individualized goals and objectives for content learning for young children, in the early childhood setting</li> <li>• <i>Element 3.l:</i> Individually and through consultation and collaboration with other educators, plan for effective learning opportunities appropriate for young children, and provide multiple ways for young learners to demonstrate their learning development</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Element 3.g:</i> Assist in setting individualized, developmentally appropriate learning goals and objectives for young children in the early childhood setting</li> <li>• <i>Element 3.i:</i> Demonstrate observational skills in documenting young children’s development and learning</li> </ul>
<p><b>TPE 4: Planning Instruction and Designing Developmental and Learning Experiences for all Young Children</b></p>	<ul style="list-style-type: none"> <li>• <i>Element 4.d:</i> Use information from assessment data about children’s current status with respect to the Infant/Toddler and Preschool Learning Early Learning Foundations, as applicable, to identify learning needs and goals and to develop both short-term and long-term learning experiences for children</li> <li>• <i>Element 4.e:</i> Understand and apply knowledge of the range and characteristics of typical and atypical early childhood growth and development from birth through adolescence to help inform planning learning experiences for all children</li> <li>• <i>Element 4.f:</i> Design and implement learning experiences that are intentionally developmentally appropriate, engaging, and playful, as well assessments that reflect the interconnectedness of content areas and related children’s skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable</li> <li>• <i>Element 4.q:</i> Demonstrate effective planning of learning experiences and the use of educational practices based on observation, assessments, and the California Early Development and Learning System resources from the California Department of Education</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Element 4.d:</i> Understand information from assessment data about children’s current status with respect to the Infant/Toddler and Preschool Learning Foundations</li> <li>• <i>Element 4.e:</i> Understand the range and characteristics of typical and atypical development from birth through adolescence to help plan learning experiences for children</li> <li>• <i>Element 4.f:</i> Assist in implementing learning experiences that are developmentally appropriate, engaging, and playful, as well assessments that reflect the interconnectedness of content areas and related children’s skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable</li> <li>• <i>Element 4.p:</i> Demonstrate effective planning of learning experiences and the use of pedagogical practices based on observation, assessments, and the California Early Development and Learning System resources from the California Department of Education</li> </ul>

Alignment with ECE TPEs (Teachers and Assistant Teachers) *Continued*

ECE TPEs	Elements (Teachers)	Elements (Assistant Teachers)
<p><b>TPE 5:</b>  <b>Assessing and Documenting Young Children’s Learning</b></p>	<ul style="list-style-type: none"> <li>• <i>Element 5.a:</i> Demonstrate understanding of commonly-used early childhood screening and formative assessment strategies</li> <li>• <i>Element 5.b:</i> Demonstrate understanding of the characteristics and purposes of formative and summative assessments of young children</li> <li>• <i>Element 5.c:</i> Choose and/or use program- or site-identified formative assessment strategies appropriate for assessing a particular skill</li> <li>• <i>Element 5.d:</i> Identify and describe the key characteristics of culturally and linguistically appropriate assessments</li> <li>• <i>Element 5.e:</i> Interpret basic assessment findings from formative and summative assessments, seeking assistance as needed from colleagues or other professionals in the early childhood setting</li> <li>• <i>Element 5.f:</i> Describe how to apply assessment results to inform planning and learning experiences</li> <li>• <i>Element 5.g:</i> Develop a sample communication appropriate for families regarding children’s assessment outcomes, as consistent with policies and practices within the early childhood setting</li> <li>• <i>Element 5.h:</i> Collect and analyze assessment data from multiple measures and sources to plan and modify learning experiences and document children’s learning over time</li> <li>• <i>Element 5.j:</i> Interpret first- and Dual Language Learners assessment data to identify their level of proficiency in English as well as in their home language, as applicable, and use this information in planning learning experiences and sequences</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Element 5.a:</i> Demonstrate understanding of commonly-used early childhood developmental, screening and formative assessment strategies</li> <li>• <i>Element 5.b:</i> Demonstrate understanding of the characteristics and purposes of formative and summative measures of young children’s development</li> <li>• <i>Element 5.c:</i> Demonstrate understanding of the key characteristics of culturally and linguistically appropriate assessments</li> <li>• <i>Element 5.d:</i> Demonstrate understanding of how to interpret, with guidance and assistance from the Teacher and/or the Master Teacher, basic assessment findings from formative and summative assessments</li> <li>• <i>Element 5.e:</i> Describe how assessment results can be used to inform planning and learning experiences</li> <li>• <i>Element 5.g:</i> Develop a sample communication appropriate for families regarding results of children’s developmental assessments and outcomes, as consistent with policies and practices within the early childhood setting</li> <li>• <i>Element 5.h:</i> Describe how to collect and analyze assessment data from multiple measures and sources to plan and modify learning environments and learning experiences to document children’s learning over time</li> <li>• <i>Element 5.i:</i> Demonstrate understanding of how to Interpret first- and Dual Language Learners assessment results to identify their level of proficiency in English as well as in their home language, as applicable, as well as how to use this information in helping to plan learning experiences and sequences</li> </ul>