



CALIFORNIA ENGLISH LEARNER ROADMAP

IMPLICATIONS FOR EARLY LEARNING TEACHERS AND ADMINISTRATORS

The **California English Learner Roadmap**, an early childhood through twelfth grade policy, was passed by the State Board of Education and enacted in July 2017. This assets-based policy guides California school district leaders and educators on how to support the Dual Language Learners (DLLs)¹ and English Learners (ELs)² in our state. The policy is built on four interrelated principles, which are outlined below with guidance and examples.

PRINCIPLE

1

ASSETS-ORIENTED AND NEEDS-RESPONSIVE SCHOOLS

Teachers and staff recognize, value and celebrate their students' cultural and linguistic diversity and treat it as an asset. Educators value and build strong family, community, and school partnerships.

WHAT IT MEANS:

- **Programs share with families the benefits of bilingualism**, the important role of the home language in English development, and the dangers of home language loss.
- **Programs engage families in two-way and ongoing communication** about their child's development.
- **Programs implement a home language interview** to learn about the child and family's language skills, goals, and to open channels of communication for family participation.
- **Programs communicate with and provide written materials to families in their home language** and/or make interpretation services available.
- Evidence that **the program values children's home language and culture** can be found throughout the learning environment (e.g., books and materials that are reflective of the children's linguistic and cultural backgrounds, etc.).

PRINCIPLE

2

INTELLECTUAL QUALITY OF INSTRUCTION AND MEANINGFUL ACCESS

DLLs have meaningful access to a full standards-based and relevant curriculum that supports bilingualism and biliteracy. DLLs have the opportunity to engage in the same learning experiences as their peers, in a way that supports their full English and home language proficiency.

WHAT IT MEANS:

- **Programs support biliteracy** using developmentally and linguistically appropriate curriculum, instruction, and materials.
- **Children are provided opportunities to develop both English and their home language** through a research-based program model (see chapter 6 of California Preschool Program Guidelines).
- Programs integrate as part of their instruction the **California Department of Education resources that address the needs of DLLs** (e.g., the Preschool English Learners Guide, Preschool Learning Foundations, Curriculum Frameworks, Preschool Program Guidelines)
- **Teachers understand the process and stages of second language acquisition** and plan learning experiences that address the needs of DLL children at each of the stages.
- **Teachers implement comprehension strategies** (e.g., use of visuals, songs/chants, realia, repetition, etc.) that help their DLL children understand the content being presented.

LEADERSHIP, ADEQUATE RESOURCES, ASSESSMENTS, AND CAPACITY BUILDING

School and district leadership support DLLs and ELs with high-quality programs and resources and operate programs using a continuous quality improvement model that build on DLL strengths.

WHAT IT MEANS:

- **Teachers and administrators receive ongoing training and professional development** focused on best practices for DLLs/ELs, including biliteracy development.
- **DLL-specific professional development and training needs of teachers and administrators are regularly assessed** and addressed through a professional development plan.
- **Teachers identify each child's home language and English proficiency level** and use this information to **plan meaningful learning experiences to meet the child's individual needs.**
- **Programs adopt culturally and linguistically appropriate assessment tools** (e.g., DRDP) and practices (e.g., assessing children in their home language and English).
- **Individuals conducting assessment in child's home language are trained** on the assessment instrument and proficient in the target language.

ALIGNMENT AND ARTICULATION, RESOURCES, AND COHERENCY

Programs and curriculums are designed to be continuous and coherent across grade levels, within districts and statewide. These programs foster the skills students need to be prepared for college, careers and participation in the global 21st century economy.

WHAT IT MEANS:

- Schools/districts **begin dual language programs in preschool** and continue these programs through the elementary years and beyond.
- **DLLs are prioritized in dual language program enrollment**, ensuring opportunities for continued home language and literacy development as they learn English.
- **Schools offer Pathways to Biliteracy Awards** beginning in preschool, that recognize children are on the path to biliteracy and to obtaining their high school-level Seal of Biliteracy.
- **Professional development and planning opportunities are aligned and articulated** from Pre-K to third grade.
- **Curriculum and assessment instruments are aligned** from Pre-K through third grade, including data systems for tracking student progress.

¹ Dual Language Learner refers to children birth to age 5, who are learning two (or more) languages at the same time or are learning a second language while continuing to develop their first (or home) language. (U.S. Office of Head Start)

² English Learners refers to children in the K-12 school system who come from homes where a language other than English is spoken and are learning English as a second language.

