WIDA FOCUS ON

THE EARLY YEARS: Dual Language Learners

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WIDA | EARLY YEARS

Introduction

A child's experiences prior to Kindergarten entry, starting on the day he or she is born, build the foundation for all future learning, both in school and beyond. Did you know that during the first three years of life, a child's brain is twice as active as your adult brain? Most connections among brain cells are formed during these first three years. Children make huge gains in development—socially, emotionally, physically, linguistically and cognitively—at a rate faster than any other stage in their lives. They begin to develop their **approaches to learning** which facilitate learning in each **developmental domain,** including language. Their language, culture, connections to the community, and approaches to learning support healthy social, emotional, and identity development.

Positive relationships with primary caregivers, and everyday child-initiated play experiences supported by adults are critical to early learning and development. It is through these primary relationships and play experiences that children learn to interact with others, develop language, acquire vocabulary, recognize and solve problems, and discover their potential. Play provides hands-on experiences with materials that allow children to explore the purpose and structure of language in authentic ways. Consistent, high-quality, adult-supported, play-based programming from birth to age five provides the experiences to which children connect in K-12 and beyond.

Our goal in this bulletin is to celebrate the cultural and linguistic diversity of our youngest language learners, their families, and the programs that serve them. We will offer
- **Reflections from staff at Eagle's Wing, an early care and education center in Madison, WI that embraces cultural and linguistic diversity and has developed effective practices for supporting young dual language learners and their families**
- **Tools to help you better understand children's sociocultural contexts and levels of language development**
- **Essential background information about young dual language learners and WIDA Early Years resources**
- **Suggestions for supporting language development through play, the primary vehicle through which young children learn**
- **Connections for K–12 administrators and educators**

Approaches to learning are attitudes and dispositions used by young children to acquire information (e.g., curiosity, initiative, persistence, attentiveness, creativity, reflection, risk taking). Approaches to learning develop within the context of a young child's family and culture.

Developmental domains include
- Social and emotional
- Physical well-being and motor
- Language and communication
- Cognition and general knowledge (e.g., math, science and social studies)

Because the domains are interrelated and interdependent, practitioners consider all domains when supporting, assessing, and planning for young children's learning and development.

Questions for Reflection:
- Which practices in my program have proven to be effective?
- What are the first steps I will take to increase my knowledge of dual language learners and adopt new practices in my program?
- How can I advocate for play while building connections between birth to five and K-12 language development programming in my context?

Who Are Young Dual Language Learners?

You are likely familiar with the term English language learner (ELL) which is used in K–12 education to describe a child who is learning English as an additional language. ***Dual language learner*** (DLL) is used by early childhood practitioners to describe children, age birth to five years, who are learning two or more languages. "Dual language learner" acknowledges that very young children are still actively developing their home language(s) along with an additional language.

The number of DLLs in early care and education programs and public schools in the United States has continued to rise during the past 20 years, with some states experiencing over a 200% rate of growth (Espinosa, 2013). Currently "nearly one out of three children enrolled in Head Start come from homes in which a language other than English [LOTE] is spoken" (Advisory Committee on Head Start Research and Evaluation, 2012). The rich diversity and rapid growth of the DLL population puts early care and education programs in a unique position to support children's learning and development as global citizens.

Young DLLs develop multiple languages at different rates and in different ways. Some children begin learning two or more languages *simultaneously* at birth. Other children may learn English *sequentially*, adding English to their home language upon entry to early care and education programs. The timing, exposure, quantity and quality of input, opportunity to use both languages, and community attitudes toward languages other than English significantly affect the rate and pattern of development in each language. Children's personalities, motivations, abilities, and interests also impact the speed at which they each develop English.

Young children learn language through the context of relationships with their primary caregivers and peers during daily routines. High-quality programming, meaningful interactions in both languages, and intentional instructional adaptations also support DLLs' development and learning.

The Benefits of Having Young Dual Language Learners and their Families in our Program: Reflections by Staff at Eagle's Wing

"By being part of this diverse program, I think all of our children learn to be more accepting, caring, and helpful. They all get a chance to be leaders, teachers, and problem solvers. It's invaluable for our young children who don't even recognize that they're having this experience... We teach young children to notice differences in the environment—colors, sizes, shapes, etc. I think it's also our responsibility to help children notice and value differences in people, cultures, and languages. That's the most beautiful part of what we do here."
~Debb Schaubs, Director

"The children at our center are not just dual language learners, they really become multilanguage learners. The little ones speak in their home language and English and use both words for things they want. Other children in the group pick up words and phrases if they see that they're effective! We all explore language together."
~Paula Zipperer, Assistant Director

"When most people visit their child's classroom, the language is English. At Eagle's Wing you can go into every classroom and see that most children do not speak English as their first language. More than half of the children start with no English at all... What do I want people to know about dual language learners? Everyone is special. Everyone is different. Value the differences! Even though kids are from different places in the world, they all want the same thing: to be safe and loved."
~Chuquan Gu, Teacher, Yuwa Room (2-4 Year Olds)

"Having dual language learners in our program provides an overview of the world. I have grown myself by getting to know about other parts of the world, learning about the families and where they come from, their dances, music, instruments, games, and foods... It teaches us all to be less judgmental. Everyone is bringing different parts to the classroom. It challenges us to think more globally."
~Michele McDonough, Teacher, HaNeul Room (Four-Year-Old-Kindergarten/4K)

The Benefits of Supporting Home Language

Understanding and speaking in two or more languages is a remarkable skill and provides many benefits to the child, family, school, and society.

Children all over the world engage in the practice of learning two or more languages during the first five years of life. This does not inherently cause confusion or language delays (Espinosa, 2013). As you would expect, though, language development for DLLs looks different from that of monolingual learners.

Learning two or more languages helps children get ready for school and life. Research shows that children who fully develop two or more languages benefit in many ways:

> "These are our brightest children. They're brilliant! And if we support them now in developmentally appropriate ways, they'll show us that by 3rd grade."
> ~Debb Schaubs, Director, Eagle's Wing

Social-Emotional Development	Early Language and Literacy
Research shows that children who develop two or more languages • Show better self-control • Are likely to maintain strong ties to their family, culture, and community • Are able to make new friends and create strong relationships in their second language	Research shows that children who develop two or more languages have an easier time • Thinking about language • Learning additional languages • Transferring their knowledge about literacy to their second language
Cognitive Development	Approaches to Learning
Research shows that children who develop two or more languages have an easier time • Developing cognitive flexibility • Using logic and thinking skills • Focusing their attention • Understanding math concepts and solving math problems	Research shows that thinking in two languages promotes • Advanced executive function skills such as planning, initiating, waiting, and self-regulation • Flexible approaches to problem solving higher levels of abstract thought • An openness to learning about and from people from other cultures

Adapted from: The Benefits of Being Bilingual, Office of Head Start, Early Childhood Learning and Knowledge Center (ECLKC), https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/docs/benefits-of-being-bilingual.pdf

Connecting with Families

A literature review by Anne T. Henderson and Karen L. Mapp (2002) concluded that there is a positive relationship between family engagement and children's academic achievement at all ages, regardless of the family's socioeconomic, racial, ethnic, or educational background (Mapp, 2004). Family engagement has been standard practice in early care and education programs. Per the guidelines set forth by the National Association for the Education of Young Children (NAEYC) within *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age Eight* (Bredekamp & Copple, 2009), high-quality early care and education programs go beyond offering "scheduled events" and "parent education" sessions. High-quality programs create a welcoming environment and reciprocal relationships with families. For DLLs, they also encourage and support the use of home language.

What does this look like in practice with families of young DLLs? We looked to Eagle's Wing Child Care Center to provide a model. Like other accredited child care centers, Eagle's Wing has a strong focus on partnering with families. What makes Eagle's Wing unique? It is located within a university apartment complex with residents representing 75 different countries. There are over 30 different languages spoken at the child care center at all times.

Question for Reflection: What message does your environment send to children and families regarding language and culture?

Although the staff is diverse and multilingual, each classroom has several DLLs and family member with whom the teachers cannot communicate using their home language. They embrace the cultural and linguistic diversity, however, and have worked hard over time to develop a set of effective practices that encourage positive family partnerships in supporting children. These practices follow the NAEYC guidelines for developmentally appropriate practice with regard to families: create a welcoming environment, develop reciprocal relationships, and encourage and support home language.

CREATE A WELCOMING ENVIRONMENT

Children and families form opinions about themselves, others, and cultures through what they see and hear in the environment. It is important, as practitioners, that we pay attention to the absence or presence of messages we send regarding language and culture.

When walking into Eagle's Wing, families are greeted by a sculpture of "Mother Earth," a reminder that we are all connected as human beings. 75 flags representing the countries in the neighboring community hang from the ceiling of the indoor gym. Multicultural art, artifacts, and bulletin boards with information about relevant cultural events are displayed throughout the building. Each classroom offers multicultural dress-up clothes, toys, and artifacts—some purchased, many contributed by families. Books are available to children in many languages. Some teachers, like Wonhee Chung, collect photos and make their own books. "We use pictures of families," says Chung. "We make books with photos of things from their cultures, like sushi. It helps children and families see things that are familiar, and helps them understand each other's cultures. I add words in Korean."

Families are also greeted by friendly faces. "Language learners are very visual," says teacher Omary Espinell. "Body language is very important. If you don't show warmth, families won't be comfortable and trust you. It's important that they know you are there for them, that you are a tool they can use." Music can also create a connection with a child and family. "We have CDs with music from around the world. If a child is crying, we play music from where they are from to comfort them. Sometimes the moms say, 'Those are songs from my childhood!' It brings them comfort, too."

Eagle's Wing has adopted antibias and peace education policies in an effort to affirm children's identities and celebrate the cultural, racial, ethnic, and linguistic differences among families. Center policies like these are professionally translated into the most prevalent languages. This effort demonstrates respect for the families' diverse cultures and languages.

DEVELOP RECIPROCAL RELATIONSHIPS WITH FAMILIES

Young children must bridge their two most important worlds, home and school, every day. That can be a challenging feat for a monolingual English-speaking child and family attending an American school or early care and education setting. Imagine the challenge of navigating school in a new culture with values, practices, and a language different from your own!

"The effective teacher recognizes that families are an invaluable source of information about their child as an individual, and she understands that a family wants to know that their knowledge and insights are regarded as important. Besides, by drawing on each family's in-depth knowledge of their child, she also can learn about their home and community environment, including its cultural dimensions. This context is critical in making classroom decisions that are appropriate for each child, as well as in fostering positive relationships with the parents themselves" (Bredekamp & Copple, 2009).

When practitioners truly value the family's role in their child's education, they embrace challenges—like language and culture differences—and find ways to build respectful, reciprocal partnerships that support children's healthy development and learning.

As your relationships with your DLLs and their families progress, you may choose to ask family members questions like these to help you learn more about each child's sociocultural context and language development.

- What language(s) are spoken in your home and by whom?
- How are you using language at home with your child? For what purposes?
- Who does/did your child spend time with outside of your home (e.g., relatives, family friends, neighbors, child care providers, other children)?
- What are your goals for your child with regard to language?*

*Families may have their own goals and expectations for their children based on their cultures and experiences. It is important to work together with families to honor their goals within your program's expectations for language development.

ENCOURAGE HOME LANGUAGE USE AT HOME

Language is one of the most important gifts that families give to their children. It is important that practitioners encourage the families they work with to speak with their children at home using the language in which they are most comfortable.

Home language helps children connect to their families, cultures, and communities, and learn about their world. It allows children to communicate their feelings and ideas with their families, build trusting relationships, and hear the structure and purposes of language.

When family members use their home language, they are often able to share thoughts and ideas in a more complex way than they could in English, allowing children to build a stronger foundation of concepts and vocabulary. This foundation supports children as they learn, write, read, and develop another language.

Developing Relationships with Families of Dual Language Learners: Reflections by Staff at Eagle's Wing

"Sometimes the parents of our dual language learners have been hesitant to communicate about things because it's not culturally appropriate to do so. They won't question the classroom teacher. I always tell them that 'You are your child's first and best teacher. You know your child best and we want to follow in your footsteps and work together.' When we say, 'We need your help in trying to teach this to your child. Can you give us some pointers?' that goes a long way in helping families feel respected."
~Paula Zipperer, Assistant Director

Teachers ask families to provide a list of common words in their language so they can better communicate with their child. As the relationship develops, they learn more about families' preferences, values, beliefs, and child-rearing practices. "We learn a lot about culture, language and lifestyle from families—games, and special days they celebrate. When we learn about their backgrounds and cultures we can better help their children. Whenever a family joins my classroom, I try to learn their language. I study their language and learn simple words. Sometimes I look on Google, and then find someone who can verify the words. I try to find people in the community who speak the language and use them as a resource."
~Derya Gok, Teacher, Niiji Room (2–3 Year Olds)

"We make an emergency contact list with the languages people speak. When we need help, we contact them to interpret conversations with families or translate things, like our calendars. Sometimes parents and other teachers help with interpreting, too."
~Mao Thao, Teacher, Niiji Room (2-3 Year Olds)

"Our teachers find a lot of creative ways to reach families. Some send a notebook or e-mail home with pictures and an explanation. For example: 'This is what snow pants look like.' Families who just moved here from the South have never purchased things like snow pants and need that visual. Teachers have pictures and objects available at conferences to facilitate the conversation. They pantomime and draw things – sometimes it feels like we're playing Charades or Pictionary with families! The staff also does a great job communicating multiple times on the same topic to make sure families understand. For example, the words 'going on a field trip' might mean something different to each family. For the family of a two-year-old, it may mean walking down to the end of the block. For the family of an After School child, it may mean taking a bus. Those have different sets of expectations and explaining it takes time."
~Paula Zipperer, Assistant Director

Language use is specific to the context of the family's language and culture, socialization patterns or social practices (e.g., greeting rituals, manners, values)—concepts that impact healthy social, emotional, and identity development. When children do not maintain use of their home language, there can be long term effects on the child's development and his or her connection to family and community.

"One of our hardest challenges," reports Debb Schaubs, director of Eagle's Wing, "is convincing families—even highly educated parents—to maintain their home language. They are so inclined to switch to English because they feel that English will help their child advance more quickly, socially and academically. But research tells us that that the bilingual brain will be more advanced! We know that children who are strong in their first language will use that language to learn a second…We share research with families because we have a pretty highly educated community here. That's not a strategy that would work across the board for everyone. The WIDA, Office of Head Start, and Wisconsin Early Childhood Collaborating Partners websites have some great information to share with all families…

Eagle's Wing also makes its policies available in different languages to show that we recognize, respect, and value that there are families who are not speaking English. We respect families and we want to have families trust us."

> **Question for Reflection:**
> How do you encourage families to use their home language when talking with children at home?

Once teachers have built a trusting relationship with families, they encourage them to talk with their children using their home language throughout everyday activities within the families' context. Some suggestions include:

- Telling and reading stories using the home language
- Sharing songs, rhymes and chants
- Playing games
- Talking about traditions
- Talking about new experiences and words

SUPPORT HOME LANGUAGE IN YOUR PROGRAM OR SCHOOL

"Sometimes families say to us 'English only for my child.' They only want English immersion," says Paula Zipperer, Assistant Director at Eagle's Wing. "I think it would be very stressful for a young dual language learner to hear only English for ten hours a day! The home language also validates who they are as a person. We have family photos in our classrooms. Why wouldn't we have family languages? Once families see that language learning is happening while their children are playing with peers, they usually change their minds."
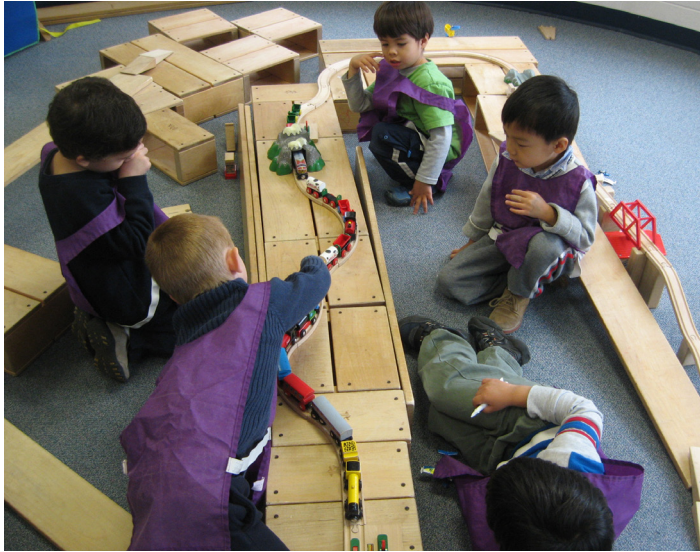
Parents, grandparents, and other extended family members are strongly encouraged to visit the classrooms at Eagle's Wing at any time to observe, interact with children, and/or talk with teachers. They provide support to all children using their home languages by:

- Talking with children
- Reading a book to the class or recording stories
- Singing songs, playing music, or providing recorded music
- Sharing experiences, games, crafts, and cultural traditions
- Showing children how to cook traditional foods
- Planting and gardening with children
- Acquiring culturally relevant props for learning areas
- Demonstrating hobbies and special interests
- Creating posters about their families and cultures
- Helping with everyday classroom routines and activities

Family engagement can be facilitated by creating a welcoming environment, developing reciprocal relationships, and supporting the use of the home language. When practitioners offer a variety of options for engagement that honor families' languages, cultures, values, and goals, families can become engaged in ways that feel comfortable, respectful and meaningful.

Supporting Language Development through Play

Decades of research in child development affirm the importance of play in the early years as the primary vehicle through which children build a strong foundation for linguistic, cognitive, social, and emotional concepts. Play-based learning means teaching in ways that match how young children develop and learn so as to promote their optimal development and learning. A play-based classroom allocates a significant amount of time each day for play: observing, exploring, problem-solving, experimenting, discussing, and pretending. These hands-on experiences build a solid foundation for language development and school success.

High-quality practitioners are purposeful in guiding and extending children's play to make sure children are learning and developing in all domains and that goals are achieved. Through careful observations of their play, the teacher assesses children's strengths and needs. They intentionally plan ways to extend each child's learning and teach within both child-initiated and adult-initiated play-based experiences. Here is an example of this process in action in Omary Espinell's 3–5-year-old classroom at Eagle's Wing:

Jae-Hwa followed classroom routines well and was always excited when it was work time. He chose to play with cars by himself at work time every day. He spoke to himself in Korean while he played. Omary observed that he had a lot of language! He also spoke with his brother in Korean, the primary language used at home, regularly on the playground. Based on her observations, Omary and Jae-Hwa's family talked about three goals for Jae-Hwa at work time: 1) interact with other children, 2) try new experiences at work time, and 3) use some words in English. Omary moved the cars from the block area to the small group area. She noticed Jae-Hwa begin to play with others, still speaking in Korean. She then added paint with the cars at the small group area. She noticed Jae-Hwa using the cars to paint tracks across paper -- including a "J," the first letter of his name. He was interested

in tracks and letters! Omary added a train with alphabet letters taped onto its cars. While he played, she began to intentionally teach Jae-Hwa some of the letter names and words associated with the cars and trains. Jae-Hwa began to repeat some of the words in English, and later began using them on his own with his friends in the block area.

Omary's understanding of dual language development, relationship with Jae-Hwa and his family, patience, and high expectations helped Jae-Hwa progress socially, physically, cognitively, and linguistically. Omary documented her observations carefully, planned intentionally, and incorporated effective teaching strategies.

> "Play is not frivolous. It is not a luxury. It is not something to fit in after completing all of the important stuff. Play *is* the important stuff. Play is a drive, a need, a brain-building must-do."
> (Dinger & Johnson, 2012)

WIDA has developed a tool to support practitioners, like Omary, in assessing, planning for, and teaching young DLLs: **Early English** and **Early Spanish Language Development Standards.** These language standards describe the social, instructional, and developmentally appropriate academic language that children, ages 2.5–5.5, need to process and produce in order to succeed in meeting state Early Learning Standards (ELS). The WIDA Early Language Development Standards, which correspond to ELS, represent the typical domains of early learning and development. The progression of dual language development and examples of how young children are able to process or produce language are provided for three language levels. The Early Language Development Standards, Theoretical Framework, and supporting webinars can be downloaded for free on the WIDA Early Years website: *www.wida.us/EarlyYears.*

Connections to K-12 Education

"Whether or not children will be successful students depends greatly on the quality of their experiences in early childhood."
U.S. Department of Health and Human Services, 2003

Early care and education matters. The work that early care and education professionals do is vital to the well-being of our children and society. A child's experiences from birth to age five, both positive and negative, will impact his or her achievement and behavior in Grades K–12 and beyond. An early investment benefits everyone. It is more effective and less costly to support children, families, and teachers during the early years, than wait to address problems that occur in upper grades.

DEVELOP RELATIONSHIPS FROM BIRTH THROUGH GRADUATION

Community relationships between birth to five and K-12 programming can be useful in creating seamless transitions for children and families. Early care and education professionals typically have strong, long-term relationships with each child and family entering your school. They know each child's strengths, needs, learning style, likes, and dislikes. They also know each family's background, values, preferences, child-rearing practices, and the languages spoken in the home. The knowledge early care and education professionals possess about individual children and families, community resources, and child development can be of great support to K–12 administrators and staff as they work with families, set up school-based early childhood programs, and offer professional development.

LEARN ABOUT EARLY DEVELOPMENT AND ADVOCATE FOR RESEARCH-BASED BEST PRACTICES

Don't let the little tables and chairs fool you into thinking there is little to know about teaching young children! Early development, including early language development, is highly complex. Increasing your understanding will enable you to create developmentally appropriate programming and community partnerships. It will also help you advocate for children, families, teachers, and play-based learning.

Getting It Right From the Start: The Principal's Guide to Early Childhood Education by Marilyn Grady and Marilyn L. Kostelnik (2009) is an excellent resource for information about types of early childhood programming, partnerships, play-based learning, early development, and funding.

Our Hopes for DLLs, ELLs, and their Families: Reflections by Staff at Eagle's Wing

Quality early childhood experiences. "Play-based high-quality early childhood programs are so important. The children are in charge of their learning and teachers support them in finding out what they want to learn. Children leave inquisitive and excited about learning."
~Paula Zipperer, Assistant Director

Reciprocal relationships despite language differences. "All parents want their children to do well in school, but some feel they can't be involved because they don't have strong English to communicate."
~Chuquan Gu, Teacher, Yuwa Room (2-4 Year Olds)

Time to develop language. "I have two children. Their first language is Turkish. My first child was almost referred for special education because he was not speaking much English in Elementary School. The next year his teacher told me he is gifted! He started reading at the high school level in elementary school…Please try to know the child's culture and background before making a decision about the child. It takes time for a child to learn a language."
~Derya Gok, Teacher, Niiji Room (2-3 Year Olds)

Equitable ways of measuring achievement. "What I wish for all children is that they be respected as individuals – not the expectation that they fit a mold. So many assessments have been written with monolingual English-speaking children in mind, and DLLs are guaranteed to not do well. Let's modify our way of testing so we can understand what our DLLs really know."
~Debb Schaubs, Director

High expectations. "Sometimes teachers have lower expectations for dual language learners. Keep high expectations! DLLs have so many skills. Just because we can't see them now doesn't mean they're not there! Also, try not to deem something as a misbehavior until you understand the child's culture. Think more broadly outside the structure of the American classroom. Be patient."
~Mao Thao, Teacher, Niiji Room (2-3 Year Olds)

Compassion. "Just love them! That covers everything. It means 'I understand you and trust you.' It opens the mind, instills confidence, and makes children feel safe to talk."
~Wonhee Chung, Teacher, Yuwa Room (2-4 Year Olds)

Conclusion

A child's experiences prior to Kindergarten entry build the foundation for all future learning in K–12 and beyond. When practitioners utilize research-based best practices, they can promote children's optimal learning and development from birth to age five. This means developing nurturing relationships with children, engaging in meaningful interactions, and intentionally assessing, planning for, and supporting consistent, play-based programming. It also means creating a welcoming environment, developing reciprocal relationships with family members, and encouraging and supporting each child's home language. This Bulletin provides basic background information about young dual language learners and their families, tools to help practitioners better understand children's sociocultural contexts and levels of language development, and essential connections to K–12 programming. We encourage you to draw on these research-based best practices, resources, and the everyday experiences of Eagle's Wing Child Care Center staff, to reflect on your language development programming for DLLs and their families.

About WIDA Early Years

The mission of WIDA is to advance academic language development and academic achievement for linguistically diverse students through high-quality standards, assessments, research and professional development for educators.

WIDA recognizes that the educational resources and services developed to support K-12 practitioners are different than those needed to support birth to age five settings. Therefore, WIDA is pleased to introduce a comprehensive set of resources and services designed to promote the educational equity of young DLLs, ages 2.5–5.5 years. These resources and services focus on building state and local capacity around early language development through state-level planning and evaluation, professional learning, technical assistance, and family engagement. WIDA Early Years also offers Early English and Early Spanish Language Development Standards, which correspond to states' Early Learning Standards (ELS), the Head Start Child Development and Early Learning Framework, and the WIDA English Language Development Standards for Kindergarten through Grade 12. Although ELS include language development standards, WIDA Early Language Development Standards describe the language young DLLs need to process and produce within all areas of learning and development for ELS.

WIDA is currently developing a suite of assessment tools to help practitioners understand, support, and monitor progress in language development over time. The tools are designed to be used within a variety of early care and education settings, and can be easily incorporated into existing routines and learning activities. In addition, the assessment tools are designed to gather information regarding the language(s) DLLs have routinely heard and used in their primary environments, both past and present.

Please watch for upcoming WIDA Focus Bulletins with more information about WIDA Early Years initiatives that support young dual language learners!

For more information about young dual language learners and WIDA: Early Years resources and services, visit the WIDA Early Years website: *www.wida.us/EarlyYears* or contact the WIDA Early Years team at *EarlyYears@wida.us*

Join the WIDA Early Years team at the WIDA conference, October 23-25 in Atlanta, Georgia!

A strand of early childhood sessions led by WIDA staff and other national experts will focus on the Early Language Development Standards Framework, leadership, collaboration, partnering with families, language through play, and planning for language and literacy. Visit www.widaconference.us/registration.aspx for more information and to register.

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