

# What's Next for Workforce Development?

## THE NORTH STAR

Institutions of higher education and the professional development community build curriculum, coursework, and continuous learning opportunities that have dual language learning as a key component of developing and supporting teachers.



KEY ■ Near-Term Opportunities ■ Longer-Term Opportunities

## NEAR-TERM OPPORTUNITIES for Preparing Educators

**ENHANCE** teacher competencies to include a focus on dual language learners.

**REQUIRE** that Child Development Permit revisions include an explicit focus on competencies for dual language learning, diversity, culture, and equity.

**INCORPORATE** instruction of dual language learners into college-level early childhood curricula.

**ASSIST** college faculty in modifying their curricula to include a strong emphasis on first and second language acquisition and best practices for young dual language learners.

**ADVOCATE** for integration of information on second language acquisition and effective teaching practices for dual language learners within the coursework of the Curriculum Alignment Program (CAP) of the community colleges.

**EXPAND** pool of diverse and multilingual early childhood educators.

**RECRUIT** more multilingual and culturally diverse high-school students who have earned the State Seal of Biliteracy to enter teacher preparation programs and incentivize them to pursue educational pathways that leverage their multilingualism.

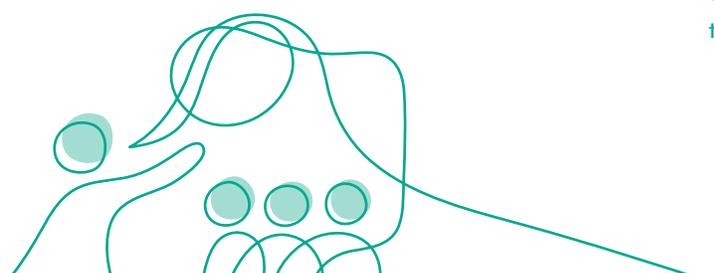
**DEVELOP** and incentivize Grow Your Own Teachers initiatives that are responsive to the needs of particular linguistic communities. Grow Your Own Teachers programs, underway in a number of states, are initiatives to diversify, recruit, and retain the teaching workforce.

READ MORE OPPORTUNITIES →

## HOW TO GROW YOUR OWN TEACHERS

Go to – <http://www.gtlcenter.org/blog/diversifying-teacher-workforce-through-grow-your-own-snapshot-three-programs>

Go to – [http://www.k12.wa.us/LegisGov/2017documents/PA\\_PESB\\_2017-19\\_GrowYourOwn.pdf](http://www.k12.wa.us/LegisGov/2017documents/PA_PESB_2017-19_GrowYourOwn.pdf)



**INCREASE** access to preservice training focused on working with dual language learners.

**EXPAND** training grants for higher education to provide specialized education for individuals interested in working with young DLLs.

**ENSURE** that any support for Proposition 58 implementation focusing on preservice teacher preparation includes guidance and funding for early childhood educators.

## NEAR-TERM OPPORTUNITIES for Professional Development

**INCREASE** capacity for quality professional development training and support.

**DEVELOP** competencies for consultants providing professional development and learning opportunities that stress a deep understanding of both first and second language acquisition, child development in the early years, and effective pedagogy.

**BUILD** collaborative approaches to professional development that could include pooling expertise and funding endowed experts to build capacity.

**WORK** with the California Collaborative for Education Excellence to build system-level capacity for professional learning with respect to dual language learners.

**ENSURE** leadership at all levels understands and supports dual language learners.

**INVEST** in initiatives to support stronger leadership of center directors, principals, superintendents, and other administrators who will establish school climates supportive of dual language learners and their families.

**ENSURE** that DLL expertise is represented in work groups or advisory bodies to provide integration of information about the unique needs of dual language learners.

**PROMOTE** professional development that supports an integrated PreK-3 system.

**INTEGRATE** and co-fund professional development for PreK teachers and for TK-3 teachers, especially in settings with large concentrations of dual language learners.

**DEVELOP**, at the district level, TK-3 professional development explicitly embedded in a shared understanding of the importance of first language support for children classified as dual language learners or English learners.



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## LONGER-TERM OPPORTUNITIES for Preparing Educators

**EXPAND** higher education offerings to include a focus on dual language learners.

**SEEK** funds to expand college-level early childhood and elementary coursework that addresses DLL instruction.

**FUND** institutions of higher education to develop specialized cohort programs to facilitate transfer between 2-year and 4-year institutions for educators currently serving young DLLs.

**CREATE** a doctoral program for early childhood education and leadership (PreK-3) with a strong emphasis on dual language learning.

**BUILD** a skilled workforce of diverse, multilingual educators.

**CREATE** pathways for early childhood paraprofessionals—such as teaching assistants, home visitors, and volunteers—with second language skills to develop the competencies needed to become lead teachers and compensate their dual language capabilities accordingly.

**DEVELOP** cohorts of multilingual educators by expanding funding for programs with this purpose.

READ MORE OPPORTUNITIES →

## LONGER-TERM OPPORTUNITIES for Professional Development

**INCREASE** access to and quality of professional development opportunities for educators working with dual language learners.

**CREATE** incentives for building professional learning communities throughout the state that pair PreK-3 educators with colleges and universities to strengthen DLL programs.

**IMPROVE** DLL-focused training for teacher educators both in and out of higher education.

**ALLOCATE** resources to support coaches with DLL expertise, and teacher release time for professional development and planning related to infusing a focus on DLLs into instruction and curriculum.

