

# TeachME Professional Development

## Establishing Early Education Success for English Learners and Immigrant Families

### Background

1. High-quality early learning programs can have a tremendous impact on addressing early inequities that children from lower-income and non-English speaking families may face, and such programs have a high rate of return through lower grade retention, higher graduation rates, lower crime rates, greater economic productivity, and:

- A. Meaningful family engagement
  - B. Better health outcomes
  - C. Fewer referrals for special education
  - D. Greater social connections
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2. Despite the benefits of early education, children from immigrant families participate in early learning programs at lower rates than children from native-born families, which is likely due to barriers faced such as limited affordability, availability, and accessibility of programs, as well as the parents' struggle with low levels of English proficiency and low functional literacy.

- A. True
  - B. False
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### Tips for Early Learning Programs and Educators

3. Which of the following is NOT one of U.S. Department of Education's recommendations for increasing immigrant family enrollment in early learning programs?

- A. Identify and make useful resources available to parents as early as possible
  - B. Strengthen outreach efforts
  - C. Simplify the enrollment process and address barriers to access
  - D. Create immigrant-friendly programs
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### Promote Healthy Child Development

**4. In order to help recognize and identify possible delays and concerns early, the American Academy of Pediatrics recommends that developmental and behavioral screening be routinely administered when a child is 12, 24, and 36 months of age, or when health providers sense a concern.**

- A. True**
  - B. False**
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## **Tips for Elementary Schools and Educators**

**5. Educators can embrace and value diversity and backgrounds of all students by:**

- A. Engaging in self-reflection to address personal biases and increase multicultural, religious, and linguistic competence, and increasing bilingual and bicultural staff**
  - B. Demonstrating respect for diversity in learning environments by incorporating books, posters, and other visuals that demonstrate different cultures, religions, ethnicities, and language backgrounds, and integrating lessons about diversity into the regular instruction**
  - C. Providing regular opportunities for ELs to strengthen their Native language in the classroom and encouraging their families to do so at home and in the community, and fostering dialogue in the classroom on immigration and integrating immigration-related issues into the curriculum**
  - D. All of the above**
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## **Partner with and Engage Immigrant Parents, Guardians, and Families**

**6. Education personnel should approach relationships with families with openness and an aim to establish trust, acknowledging that this may be challenging for immigrant families.**

- A. True**
  - B. False**
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## **Use Effective Instructional Strategies and Address Socioemotional Needs**

**7. Educators and other school staff can help children in mixed-status and undocumented families who may face unique stresses and struggles by supporting a self-directed approach and offering specific supports.**

- A. True**
  - B. False**
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**8. Small-group instructional interventions are proposed for students struggling in areas of literacy and English language development, including designing the instruction to target students' identified needs, providing additional instruction in small groups for students struggling with language and literacy, and spending time on basic foundational skills as well as:**

- A. Beginning technology skills**
  - B. Vocabulary development and listening and reading comprehension strategies**
  - C. Recall, recognition, and responding skills**
  - D. Creativity, self-awareness, and collaboration**
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## **Handbook for Parents, Guardians, and Families-Creating Success Step by Step**

**9. Early learning gaps in children can appear as early as 18 months, and their language skills from age 2 to 3 are predictive of their pre-literacy skills at age five.**

- A. True**
  - B. False**
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## **Parent and Family Role**

**10. Parents who talk and interact with their child regularly, in any language, have the greatest opportunity to notice if something does not seem quite right and to get help if they are worried about their child's development.**

- A. True**
  - B. False**
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## **English Learners**

**11. Legal obligations for SEAs, school districts, and public schools to ensure that EL students can participate meaningfully and equally in educational programs include each of the following EXCEPT:**

- A. Identifying and assessing all potential EL students, providing language assistance, and staffing/supporting an EL program**
- B. Implementing specialized training/professional development to ensure that all staff working with EL students are academically, culturally, and linguistically competent**
- C. Providing meaningful access to all curricular and extracurricular programs, providing meaningful access/avoiding unnecessary segregation of EL students, and**

ensuring meaningful communication with EL parents

D. Evaluating EL students for special education and disability-related services and providing dual services

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## Opportunities for Parents & Guardians

12. For students to be successful, parents and guardians need opportunities not just to be involved in their child's education, but also to continue their own learning so that they themselves can fulfill their potential, live stably, and provide for their needs and those of their children.

A. True

B. False

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