



# Points of Access <sup>TM</sup>

Foundations ECE TS-DAP:

Culturally and Linguistically Responsive

Early Learning Environments

## **The Heart of Early Learning I, II, III**

**Who will benefit?** Early Care and Education: Preschool, Transitional Kindergarten and Kindergarten teachers, family engagement specialists, home visitors, Teacher Assistants, and Administrators with early learning programs onsite.

### **The Heart of Early Learning I**

Early learning is a critical stage of a child's growth when foundations for healthy brain architecture are developed through responsive interactions with adults. Participants explore the interwoven connections between cultural and linguistic responsiveness, developmentally appropriate practice, and embedded response to intervention for young learners. Recognize the essential role of play, movement, and adult responsiveness to cognitive development. Intentionally integrate culturally and linguistically responsive support for the healthy development of executive function and self-regulations skills into teaching and learning experiences

### **The Heart of Early Learning II**

Develop creative teaching and learning experiences that scaffold young learners in meaningful, engaging ways that bridge home language and culture, to school language and culture, support social emotional development and build resiliency, essential elements of strong culturally and linguistically responsive early learning experiences. Build a welcoming, nurturing classroom community by co-creating the classroom environment with children and families that honors the strengths of children and families. Recognize how successful classroom management is integrally connected to classroom environment and children's engagement.

### **The Heart of Early Learning III**

Infuse Cultural and Linguistic Responsiveness into young learners' structured classroom literacy experiences, such as Daily 5, Guided Reading, Read Alouds, developmentally appropriate Pictionary, dialogic reading, and group work, providing opportunities for children to build on prior knowledge and access new knowledge. Recognize the role of culture in establishing students' fundamentals of literacy and numeracy with which to bridge students to new knowledge. Create robust reciprocal culturally responsive teaching and learning experiences that can close learning gaps and build the capacity of young learners for new skill development.

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Strengths-based approach to capacity building  
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