CHECKLIST
Dual Language Environment

Items	YES	NO (Action Plan)
Environments		
• Photographs of the children and families are displayed throughout the classroom.		
• Materials and visuals in the classroom that are reflective of the cultures of the children and families are included.		
• Books that include authentic images (photographs) reflective of the culture(s) of the children and families in the classroom are used.		
Teacher/Child Interactions		
• Gather information from families regarding the language(s) that are spoken at home.		
• Use children's home language(s) when caring for infants and toddlers.		
• Learn key words and phrases in each preschooler's home language.		
• Learn how to pronounce each child's name correctly.		
• Have music available in the home language(s) of the children.		
• Utilize small group time during the day to introduce and/or reinforce concepts in children's home language.		
• Label the environment in the home language(s) of the children as well as in English.		
• Color-coded the labels in the various languages.		
• Display and, when possible, read books in the home language(s) of the children or have tapes on bilingual books.		

CHECKLIST
Dual Language Environment

Item	YES	NO (Action Plan)
Teacher/Child Interactions		
• Provide opportunities for children to see and learn, when possible, the alphabet of their home language.		
We promote children's acquisition of English. We…		
• Use gestures, body language, props, and other visual cues to help aid children's comprehension when speaking to them in English.		
• Select books in English that have easy-to-follow stories, rhymes, repetition, and simple language.		
• Avoid simultaneous interpretation, (when a staff person speaks to the children in English and then immediately repeats the same information in the home language.)		
• Avoid code-mixing – the mixing of English and the child's home language.		
• Utilize small group time during the day to support children learning English and facilitate conversation among children and between children and adults.		
We promote positive social and emotional development of infants and toddlers from families who speak languages other than English. We…		
• Gather information from families about daily caregiving routines (sleeping, diapering, feeding, transitions).		
• Replicate the familial caregiving routines in the classroom.		
• Interact with infants and toddlers in their home language.		

CHECKLIST
Dual Language Environment

Item	YES	NO (Action Plan)
Teacher/Child Interactions		
We promote positive social and emotional development of preschoolers who are dual language learners. We…		
• Pair up children who speak languages other than English with English-speaking children for some classroom activities to increase the comfort level of the dual language learners and help ease their transition.		
• Avoid using language such as "foreign," "funny," or "strange" when describing the home languages and communication styles of the families and children whose home language is other than English.		
• Provide a quiet area in the classroom where children who are dual language learners can relax and take a break from the pressure of language learning.		
Curriculum		
We implement a research-based curriculum that is inclusive of children's language and culture. We…		
• Connect learning to children's prior knowledge and life experiences.		
• Provide hands-on activities to make learning interactive and concrete.		
Disabilities		
We ensure that the process through which we screen children and provide services, if necessary, is inclusive and respectful of their language and culture. We…		
• Use linguistic and culturally appropriate screening tools.		
• Understand and can articulate how culture may influence families' beliefs and practices about parenting children with disabilities.		
• Ensure that parents receive materials concerning disabilities in their home or preferred language and can fully participate in the IFSP/IEP process.		

CHECKLIST
Dual Language Environment

Item	YES	NO (Action Plan)
Assessment		
We plan and individualize for children who are dual language learners, using information gained from culturally and linguistically appropriate assessment tools. We…		
• Perform authentic assessments based on ongoing observations of children		
• Assess dual language learners' progress in all areas of development and across the child outcomes.		
• Assess children's progress in acquiring English.		
• Assess children's progress in acquiring their home language.		
• Work with interpreters, cultural mediators, and/or other community members to assist in assessment if program staff do not speak the children's home language.		
Health and Nutrition		
We provide health and nutrition services that are responsive to families' language and culture. We…		
• Seek out information about health issues and needs relevant to the cultural groups served in the program.		
• Solicit input from families to identify family eating patterns and cultural food preferences.		
• Serve a variety of cultural and ethnic foods based on information received from families.		
Family Partnerships		
We actively promote families' involvement in their children's education. We…		
• Invite family members into the classroom to share special talents.		
• Encourage parents to share ideas to include in each classroom's curricular experiences and activities.		

CHECKLIST
Dual Language Environment

Item		
Family Partnerships	**YES**	**NO** **(Action Plan)**
• Have formalized systems such as curriculum committees to ensure parental input.		
• Provide trainings on developmentally appropriate practices and curriculum.		
• Help families to transition children smoothly into public school and ensure that they are aware of their rights and responsibilities.		
• Provide training to families about how to maximize their impact when volunteering in the classroom by promoting home language development through sharing songs, stories and interactions with the children.		
We support and promote ongoing family literacy efforts. We…		
• Encourage family members to speak their home language to their children.		
• Provide trainings and information on how families can support their children's language and literacy development at home.		
• Receive grants to be able to give books to children and families in their home language and/or we familiarize families with the local library resources.		
• Provide information about where home language literacy classes for adults are offered or we provide those classes ourselves.		
• Provide information on English as a Second Language classes for adults or we offer those classes ourselves.		
• Provide training to families on the stages of first and second language acquisition.		

tk 3/9/15

This checklist has been adapted from the Program Preparedness Checklist developed by the National Center on Cultural and Linguistic Responsiveness, the Office of Head Start, 2009.