

## ***Supporting English/Dual Language Learners Checklist for SAVS***

**Rationale:** Best practice and research dictates that both English and the child’s home language should be actively supported to facilitate language and literacy development during the crucial preschool years (August, Diane & Shanahan, Timothy (2006). *Developing literacy in second-language learners: report of the National Literacy Panel on Language-Minority Children and Youth*. Mahwah, NJ: Lawrence Erlbaum Associates.). In order to be successful in US schools, and ultimately in the workplace, children need to be fluent in English, but not at the expense of losing their first languages. Teachers need extra guidance and support to effectively create learning opportunities in the context of meaningful interactions and materials that focus on first-language development as well as English proficiency.

*This Checklist is designed to encourage districts to take a closer look at all of the elements of high quality preschool that are of special interest in supporting English/Dual language learners. It is not intended to be “scored”. To be effective, the Checklist should be used to assess every preschool classroom as well as the district’s overall preschool program. The numbered items correspond to items on the SAVS. Documentation is needed to support positive answers on each item. Completing this Checklist will help a district determine whether they are meeting each element of the criteria for SAVS and will enable them to detect areas in need of improvement.*

**Criterion 1: All English language learners receive systematic support for home and English language acquisition in their natural preschool environment.**

Question 1: Are **ALL** classrooms equipped with literacy materials in the home languages of the children in the class?

- a. List all of the home languages of the children in your preschool program here:
  
- b. Check that each classroom is equipped to meet the literacy needs of every child in that classroom. On the table below, fill in the home languages of the children in that room. Then check off all of the literacy items that are available for that language in that classroom. Duplicate this table for each classroom in your program. Complete the table for all non-English home languages in that one classroom.

Classroom number or name:	Language 1	Language 2	Language 3	Language 4
Fiction/story books in each language?				
Nonfiction books in each language?				
Poetry and song books in each language?				
Literacy toys, props, and games in each language?				
Writing models in each language?				
Functional labels in each language?				
Children’s artwork with labels and dictation in each language?				
Classroom displays in each language?				
(expand this table as needed)				

Question 2: Do lesson plans show strategies for supporting the home language of each child in the classroom? Circle any of the following choices that apply.

- a. Children are named and mentioned by language group
- b. Lesson plan form is designed with space for language adaptations
- c. Sample lesson plans show adaptations and activities to support specific home languages
- d. none of the above.

Question 3: Do lesson plans show intentional activities to scaffold ELL children's learning of English? Circle all that apply.

- a. Sample lesson plans show planned activities to scaffold DLL children's learning of early literacy skills in English
- b. Sample lesson plans show strategies for intentionally focusing on elements of English literacy such as alphabet and phonemic awareness.
- c. None of the above

Question 4: Are structured classroom observations used as planning tools to support dual language learners in the classroom? Circle any of the items below for which your district has documentation:

- a. ECERS is conducted on every class, and the results are used, in part, to plan improved supports for English/Dual language learners
- b. One or more specialized classroom observation tools such as SELA or CLASS are conducted on every classroom and used, in part, to provide more in depth planning for ELL/DLL supports
- c. The classroom observation tool from the district's chosen preschool curriculum is conducted on every classroom and the results are used, in part, to plan improved supports for ELLs/DLLs
- d. Some other classroom observation tool is used to inform planning on supports for ELLs/DLLs please describe:
- e. None of the above

Question 5: In order to plan accurately for meeting the specific needs of each child in the program, the results of the Home Language Survey are shared with which of the following? Circle all that apply.

- a. Directors of contracting private provider centers
- b. Principals of buildings with preschool classrooms
- c. Every preschool teacher – for the students in his/her class
- d. None of the above

Question 6: Do the program administrators provide supports that make it possible for classroom teachers to meet the needs of each ELL/DLL child in preschool? Circle all items that are provided:

- a. Classroom materials and supplies in each home language are provided for every classroom that needs them.
- b. Resources such as contacts with local organizations that can help with translations, bilingual volunteers, catalogs of culturally appropriate supplies, and linguistically appropriate field trip opportunities.
- c. In-district or broader networking support for resource sharing and professional development.
- d. Coaching and technical assistance on developing teaching strategies and lesson plans.
- e. Other – please list
- f. None of the above

**Criterion 2: Teachers receive appropriate supports to meet the needs of English/Dual language learners.**

Question 1: Do all teachers receive professional development in techniques and materials needed for creating a language-rich environment that facilitates learning of the child’s home or primary language, as well as English? The district can document that this type of training was provided this year by (circle all that apply):

- a. The district’s chosen preschool curriculum developer
- b. Master teachers
- c. Other trainers
- d. None of the above

Question 2: How does the district provide master teacher support with specialization in bilingual education models, coaching and providing feedback to teachers and other master teachers on how to facilitate language acquisition, and how to promote oral language in the preschool setting?

- a. By employing one or more master teachers with specific expertise in bilingual education and developmentally appropriate practice for preschool
- b. By ensuring that at least one regular master teacher develops adequate skills in the field of bilingual education
- c. This is not provided in our district

Question 3: Do all teachers receive professional development in general language development, individual differences in second-language learning, best practices for scaffolding to English, as well as sensitivity to cultural backgrounds? The district can document that this type of training was provided this year by checking the appropriate boxes below.

Training conducted by:	The district’s chosen preschool curriculum developer	Master teachers	Other trainers (please specify)
General language development			
Individual differences in second-language learning			
Best practices for scaffolding to English			
Sensitivity to cultural backgrounds			

**Criterion 3: Families of English/Dual language learners receive adequate support in the preschool program.**

Question 1: How are parents/guardians made aware of the importance of maintaining both languages and provided with examples of tools and techniques to extend this learning at home? Circle all that apply.

- a. Paper notices/newsletters/handouts are provided
- b. Electronically via email, text message or website
- c. In person meetings/workshops
- d. Other strategies – please describe:
- e. None of the above

Question 2: How many languages are provided as translations of the materials listed in question 10? To answer this question, refer to the district languages listed in Criterion 1, provide here a percentage of the languages in which family information is provided.

Question 3: In order to facilitate outreach to families and successful school-family relationships, which of the following groups are involved in activities that support sensitivity to and awareness of language and cultural differences?

- a. District and/or program staff
- b. Parents
- c. Community volunteers
- d. Other sources - please describe:
- e. None of the above