

Appendix E: Promoting an Inclusive Multilingual Classroom Checklist

Instructions: Check off items that you already do in your classroom. Identify gaps and consider taking action to address them; check them off as you do.

- Know your students' language backgrounds (i.e., get information from the Home Language Survey, engage them in an initial conversation about their language[s]).
- Pair new ELs with a peer mentor to help guide them through classroom routines and activities. If possible, pair same-L1 students together or provide mentors who do not speak their mentees' L1 with a machine translator.
- Ask students or families to create a short welcome message in their L1 at the beginning of the year to post in the classroom.
- Exhibit multilingual work on classroom walls (e.g., students' bilingual work, multilingual word walls, poetry or art using languages other than English).
- Post classroom signs and labels in students' L1s.
- Encourage families to send in artwork, pictures, or other artifacts to display in the classroom. These can be specific to a particular unit of study or items that will be posted all year round.
- Engage students in classroom activities that use their L1.
- Provide opportunities during lessons or in culminating projects to showcase students' bilingual skills.
- Work with your school librarian to select books or resources in the L1s of your students that relate to curricular themes you are studying.
- Invite guest speakers from diverse cultural and linguistic backgrounds, including family members of students, to speak to the class.
- Create collaborative (multilingual) classroom contracts that involve students in classroom decision-making.
- Send home classroom communication in students' L1 whenever possible.
- Create opportunities to discuss, compare, and analyze different languages and language varieties (e.g., ask students to teach the class how to say something from their L1 and compare with equivalences in other languages, including English).
- Provide students access to online translation tools if possible (e.g., on a phone or tablet) to help facilitate classroom learning and peer/teacher interaction for early emergent ELs.
- Initiate and maintain dialogue with families that focuses on the importance of both L1 maintenance and development and English development.
- Involve parents or caregivers in their child's education regardless of their language or literacy proficiency (e.g., have students collaborate with parents to create dual-language texts, send home books in L1 for families to read together, invite parents to attend bilingual performances at school).

Note: EL = English learner; L1 = home language.