



Dual Language Learner Supports for Early Learning Settings (ages three to five)

Authors

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Introduction

Early childhood educators understand that oral language development is a critical component of later reading success. How can they personalize oral language experiences for children, especially dual language learners? How can they expand and enrich what they teach and, at the same time, give children multiple opportunities throughout the day to practice? What strategies can they use consistently, as part of the daily routine, to broaden and enhance oral language development? What should these enhancements be and how can we integrate them into the intentionally planned learning experiences?

Purpose

The Dual Language Learner Supports for Early Learning Settings is a tool that early childhood educators can use to support their professional learning. Early childhood educators include lead teachers, assistant teachers, family childcare providers, and coaches working with early childhood educators. The tool is made up of two parts: Dual Language Learner Supports for Early Learning Settings (children ages 3 to 5) and Dual Language Learner Supports for Infant and Toddler Settings.

This tool enables all early childhood educators, including those who are monolingual speakers, to self-reflect on the unique teaching practices needed to fully support each child who is a dual language learner (DLL). As early childhood educators individualize their teaching, they incorporate the Personalized Oral Language Learning (POLL) strategies to effectively engage DLLs in all of the learning activities.

This engagement is not dependent on the educator's language background but on the systematic implementation of all POLL strategies. POLL is a comprehensive approach to systematically and fully support each DLL child; therefore, all strategies provided in the tool must be taken into account. Only then do all DLL children receive the supports needed to fully engage and participate in the intentionally planned and spontaneous learning experiences.

How to Use This Tool

Early childhood educators should start their first self-reflection when they complete the training and begin the process of implementation. The tool's focus on self-reflection is intended to guide the implementation of new or enhanced teaching practices and ensure optimal learning experiences for DLLs.

Early childhood educators should begin their self-reflection by completing the informational page and then addressing the strategies in the following order:

1. Family Supports
2. Emotional Wellness
3. Environmental Supports
4. Instructional Supports
5. Assessment of Language Development

Early childhood educators can use their self-rating upon completion of their reflection to guide conversations with their coaches, engage in communities of practice, and select professional development opportunities tailored to their desired areas of strength and enhancement.

Dual Language Learner Supports for Children Ages 3 to 5

The Dual Language Learner Supports tool promotes full implementation of research-based strategies that ensure DLLs have full access to and effective participation in the daily learning experiences.

Coaches and preschool educators can use the tool to:

- Review instructional practices
- Identify children's strengths
- Plan for next steps

Completed by:

Date:

Program:

Head Start

Migrant Program

Tribal Program

Family Child Care Program

State Preschool

Other

Age group:

3 years old

Mixed age, 3-year-olds and 4-year-olds

4 years old

5-year-olds

Teaching role:

Virtual teaching?

Yes No

In-person teaching?

Yes No

Full day?

Yes No

Lead Teacher Language(s):

Arabic

Hindi

Punjabi

Cantonese

Hmong

Spanish

Chinese

Mandarin

Tagalog

English

Mixteco

Vietnamese

Farsi

Portuguese

Tribal Language

Other Language:

Assistant Teacher Language(s):

Arabic

Cantonese

Chinese

English

Farsi

Other Language:

Hindi

Hmong

Mandarin

Mixteco

Portuguese

Punjabi

Spanish

Tagalog

Vietnamese

Other

Total Number of DLLs:

Children's Home Language(s):

Arabic

Cantonese

Chinese

English

Farsi

Other Language:

Hindi

Hmong

Mandarin

Mixteco

Portuguese

Punjabi

Spanish

Tagalog

Vietnamese

Other

Language of Instruction

IMPORTANT: The options for classroom language models are described below.

Balanced 50/50 Model: Instruction is provided in two languages, and the time spent in each language is equal.

English with Home Language Support: Instruction is in English with ongoing support for all home languages.

Other: Please describe any other model that provides instruction in English and the home language. For example, state the percentage of instruction in each language.

- Balanced (50/50)
- English with Home Language Support
- Other (specify):

Describe language use during the day (times, teachers, DLL children):

Curriculum:

Assessments:

Personalized Oral Language Learning (POLL) Strategies

Family Supports

Am I Doing This?

1. I use the Family Language and Culture Interview/Dialogue Form when meeting with families to learn about children's language experiences and cultural background.

Not Doing Yet (check all that apply)

- I don't know what this is.
- I don't know how to do this.
- I don't think this is important for DLLs.
- I don't have the resources to do this (e.g., time, money, materials).
- I am not supported or allowed to do this in my program.

Beginning to Do This (check all that apply)

- I do this sometimes.
- I think this is important for DLLs.
- I am doing this, but it is not going well.
- I want to better understand what this is.
- I want to better understand how to do this.
- I need resources to do this better (e.g., time and materials).
- I need support from others to do this better (e.g., teachers, administrators, coach).

Doing Consistently (check all that apply)

- I do this regularly.
- I am confident that I am doing this well.
- I think this is important for DLLs.
- I help other educators do this.
- I am doing this in collaboration with the entire staff.
- I have the resources that I need to do this well (e.g., time and materials).
- I am supported to do this by others in my program (e.g., teachers, administrators).
- I have a coach/specialist who supports me regularly to do this.

Am I Doing This?

2. I share with families the benefits of bilingualism, language preservation and revitalization, and the importance of the home language for everyday interactions.

Not Doing Yet (check all that apply)

- I don't know what this is.
- I don't know how to do this.
- I don't think this is important for DLLs.
- I don't have the resources to do this (e.g., time, money, materials).
- I am not supported or allowed to do this in my program.

Beginning to Do This (check all that apply)

- I do this sometimes.
- I think this is important for DLLs.
- I am doing this, but it is not going well.
- I want to better understand what this is.
- I want to better understand how to do this.
- I need resources to do this better (e.g., time and materials).
- I need support from others to do this better (e.g., teachers, administrators, coach).

Doing Consistently (check all that apply)

- I do this regularly.
- I am confident that I am doing this well.
- I think this is important for DLLs.
- I help other educators do this.
- I am doing this in collaboration with the entire staff.
- I have the resources that I need to do this well (e.g., time and materials).
- I am supported to do this by others in my program (e.g., teachers, administrators).
- I have a coach/specialist who supports me regularly to do this.

Am I Doing This?

3. I display on a board dedicated to families, the theme, storybook, songs, chants, and vocabulary words for them to share and discuss with their children in their home language.

Not Doing Yet (check all that apply)

- I don't know what this is.
- I don't know how to do this.
- I don't think this is important for DLLs.
- I don't have the resources to do this (e.g., time, money, materials).
- I am not supported or allowed to do this in my program.

Beginning to Do This (check all that apply)

- I do this sometimes.
- I think this is important for DLLs.
- I am doing this, but it is not going well.
- I want to better understand what this is.
- I want to better understand how to do this.
- I need resources to do this better (e.g., time and materials).
- I need support from others to do this better (e.g., teachers, administrators, coach).

Doing Consistently (check all that apply)

- I do this regularly.
- I am confident that I am doing this well.
- I think this is important for DLLs.
- I help other educators do this.
- I am doing this in collaboration with the entire staff.
- I have the resources that I need to do this well (e.g., time and materials).
- I am supported to do this by others in my program (e.g., teachers, administrators).
- I have a coach/specialist who supports me regularly to do this.

Am I Doing This?

4. I ask families to translate commonly used phrases, words, and/or concepts in their home language.

Not Doing Yet (check all that apply)

- I don't know what this is.
- I don't know how to do this.
- I don't think this is important for DLLs.
- I don't have the resources to do this (e.g., time, money, materials).
- I am not supported or allowed to do this in my program.

Beginning to Do This (check all that apply)

- I do this sometimes.
- I think this is important for DLLs.
- I am doing this, but it is not going well.
- I want to better understand what this is.
- I want to better understand how to do this.
- I need resources to do this better (e.g., time and materials).
- I need support from others to do this better (e.g., teachers, administrators, coach).

Doing Consistently (check all that apply)

- I do this regularly.
- I am confident that I am doing this well.
- I think this is important for DLLs.
- I help other educators do this.
- I am doing this in collaboration with the entire staff.
- I have the resources that I need to do this well (e.g., time and materials).
- I am supported to do this by others in my program (e.g., teachers, administrators).
- I have a coach/specialist who supports me regularly to do this.

Am I Doing This?

5. I invite parents and family members to volunteer to read books, sing songs, or facilitate a group activity using their home language.

Not Doing Yet (check all that apply)

- I don't know what this is.
- I don't know how to do this.
- I don't think this is important for DLLs.
- I don't have the resources to do this (e.g., time, money, materials).
- I am not supported or allowed to do this in my program.

Beginning to Do This (check all that apply)

- I do this sometimes.
- I think this is important for DLLs.
- I am doing this, but it is not going well.
- I want to better understand what this is.
- I want to better understand how to do this.
- I need resources to do this better (e.g., time and materials).
- I need support from others to do this better (e.g., teachers, administrators, coach).

Doing Consistently (check all that apply)

- I do this regularly.
- I am confident that I am doing this well.
- I think this is important for DLLs.
- I help other educators do this.
- I am doing this in collaboration with the entire staff.
- I have the resources that I need to do this well (e.g., time and materials).
- I am supported to do this by others in my program (e.g., teachers, administrators).
- I have a coach/specialist who supports me regularly to do this.

Am I Doing This?

6. I reassure parents that children with special needs benefit from having a strong home language foundation.

Not Doing Yet (check all that apply)

- I don't know what this is.
- I don't know how to do this.
- I don't think this is important for DLLs.
- I don't have the resources to do this (e.g., time, money, materials).
- I am not supported or allowed to do this in my program.

Beginning to Do This (check all that apply)

- I do this sometimes.
- I think this is important for DLLs.
- I am doing this, but it is not going well.
- I want to better understand what this is.
- I want to better understand how to do this.
- I need resources to do this better (e.g., time and materials).
- I need support from others to do this better (e.g., teachers, administrators, coach).

Doing Consistently (check all that apply)

- I do this regularly.
- I am confident that I am doing this well.
- I think this is important for DLLs.
- I help other educators do this.
- I am doing this in collaboration with the entire staff.
- I have the resources that I need to do this well (e.g., time and materials).
- I am supported to do this by others in my program (e.g., teachers, administrators).
- I have a coach/specialist who supports me regularly to do this.

Emotional Wellness

Am I Doing This?

1. I foster self-confidence, family and community pride, and positive identity.

Not Doing Yet (check all that apply)

- I don't know what this is.
- I don't know how to do this.
- I don't think this is important for DLLs.
- I don't have the resources to do this (e.g., time, money, materials).
- I am not supported or allowed to do this in my program.

Beginning to Do This (check all that apply)

- I do this sometimes.
- I think this is important for DLLs.
- I am doing this, but it is not going well.
- I want to better understand what this is.
- I want to better understand how to do this.
- I need resources to do this better (e.g., time and materials).
- I need support from others to do this better (e.g., teachers, administrators, coach).

Doing Consistently (check all that apply)

- I do this regularly.
- I am confident that I am doing this well.
- I think this is important for DLLs.
- I help other educators do this.
- I am doing this in collaboration with the entire staff.
- I have the resources that I need to do this well (e.g., time and materials).
- I am supported to do this by others in my program (e.g., teachers, administrators).
- I have a coach/specialist who supports me regularly to do this.

Am I Doing This?

2. I explicitly promote the use of children's home languages.

Not Doing Yet (check all that apply)

- I don't know what this is.
- I don't know how to do this.
- I don't think this is important for DLLs.
- I don't have the resources to do this (e.g., time, money, materials).
- I am not supported or allowed to do this in my program.

Beginning to Do This (check all that apply)

- I do this sometimes.
- I think this is important for DLLs.
- I am doing this, but it is not going well.
- I want to better understand what this is.
- I want to better understand how to do this.
- I need resources to do this better (e.g., time and materials).
- I need support from others to do this better (e.g., teachers, administrators, coach).

Doing Consistently (check all that apply)

- I do this regularly.
- I am confident that I am doing this well.
- I think this is important for DLLs.
- I help other educators do this.
- I am doing this in collaboration with the entire staff.
- I have the resources that I need to do this well (e.g., time and materials).
- I am supported to do this by others in my program (e.g., teachers, administrators).
- I have a coach/specialist who supports me regularly to do this.

Am I Doing This?

3. I frequently talk about diversity, fairness, and kindness with children.

Not Doing Yet (check all that apply)

- I don't know what this is.
- I don't know how to do this.
- I don't think this is important for DLLs.
- I don't have the resources to do this (e.g., time, money, materials).
- I am not supported or allowed to do this in my program.

Beginning to Do This (check all that apply)

- I do this sometimes.
- I think this is important for DLLs.
- I am doing this, but it is not going well.
- I want to better understand what this is.
- I want to better understand how to do this.
- I need resources to do this better (e.g., time and materials).
- I need support from others to do this better (e.g., teachers, administrators, coach).

Doing Consistently (check all that apply)

- I do this regularly.
- I am confident that I am doing this well.
- I think this is important for DLLs.
- I help other educators do this.
- I am doing this in collaboration with the entire staff.
- I have the resources that I need to do this well (e.g., time and materials).
- I am supported to do this by others in my program (e.g., teachers, administrators).
- I have a coach/specialist who supports me regularly to do this.

Am I Doing This?

4. I provide plenty of opportunities for children to make friends through play.

Not Doing Yet (check all that apply)

- I don't know what this is.
- I don't know how to do this.
- I don't think this is important for DLLs.
- I don't have the resources to do this (e.g., time, money, materials).
- I am not supported or allowed to do this in my program.

Beginning to Do This (check all that apply)

- I do this sometimes.
- I think this is important for DLLs.
- I am doing this, but it is not going well.
- I want to better understand what this is.
- I want to better understand how to do this.
- I need resources to do this better (e.g., time and materials).
- I need support from others to do this better (e.g., teachers, administrators, coach).

Doing Consistently (check all that apply)

- I do this regularly.
- I am confident that I am doing this well.
- I think this is important for DLLs.
- I help other educators do this.
- I am doing this in collaboration with the entire staff.
- I have the resources that I need to do this well (e.g., time and materials).
- I am supported to do this by others in my program (e.g., teachers, administrators).
- I have a coach/specialist who supports me regularly to do this.

Am I Doing This?

5. I use the child's home language for comfort when the child is in distress.

Not Doing Yet (check all that apply)

- I don't know what this is.
- I don't know how to do this.
- I don't think this is important for DLLs.
- I don't have the resources to do this (e.g., time, money, materials).
- I am not supported or allowed to do this in my program.

Beginning to Do This (check all that apply)

- I do this sometimes.
- I think this is important for DLLs.
- I am doing this, but it is not going well.
- I want to better understand what this is.
- I want to better understand how to do this.
- I need resources to do this better (e.g., time and materials).
- I need support from others to do this better (e.g., teachers, administrators, coach).

Doing Consistently (check all that apply)

- I do this regularly.
- I am confident that I am doing this well.
- I think this is important for DLLs.
- I help other educators do this.
- I am doing this in collaboration with the entire staff.
- I have the resources that I need to do this well (e.g., time and materials).
- I am supported to do this by others in my program (e.g., teachers, administrators).
- I have a coach/specialist who supports me regularly to do this.

Environmental Supports

Am I Doing This?

1. I post the daily schedule with visuals and labels in all of children's home languages.

Not Doing Yet (check all that apply)

- I don't know what this is.
- I don't know how to do this.
- I don't think this is important for DLLs.
- I don't have the resources to do this (e.g., time, money, materials).
- I am not supported or allowed to do this in my program.

Beginning to Do This (check all that apply)

- I do this sometimes.
- I think this is important for DLLs.
- I am doing this, but it is not going well.
- I want to better understand what this is.
- I want to better understand how to do this.
- I need resources to do this better (e.g., time and materials).
- I need support from others to do this better (e.g., teachers, administrators, coach).

Doing Consistently (check all that apply)

- I do this regularly.
- I am confident that I am doing this well.
- I think this is important for DLLs.
- I help other educators do this.
- I am doing this in collaboration with the entire staff.
- I have the resources that I need to do this well (e.g., time and materials).
- I am supported to do this by others in my program (e.g., teachers, administrators).
- I have a coach/specialist who supports me regularly to do this.

Am I Doing This?

2. I include environmental print written in English and all the children's home languages using a color code.

Not Doing Yet (check all that apply)

- I don't know what this is.
- I don't know how to do this.
- I don't think this is important for DLLs.
- I don't have the resources to do this (e.g., time, money, materials).
- I am not supported or allowed to do this in my program.

Beginning to Do This (check all that apply)

- I do this sometimes.
- I think this is important for DLLs.
- I am doing this, but it is not going well.
- I want to better understand what this is.
- I want to better understand how to do this.
- I need resources to do this better (e.g., time and materials).
- I need support from others to do this better (e.g., teachers, administrators, coach).

Doing Consistently (check all that apply)

- I do this regularly.
- I am confident that I am doing this well.
- I think this is important for DLLs.
- I help other educators do this.
- I am doing this in collaboration with the entire staff.
- I have the resources that I need to do this well (e.g., time and materials).
- I am supported to do this by others in my program (e.g., teachers, administrators).
- I have a coach/specialist who supports me regularly to do this.

Am I Doing This?

3. I include family photos, artifacts, and tribal traditional materials, that reflect home life, cultural skills, values, beliefs, and community.

Not Doing Yet (check all that apply)

- I don't know what this is.
- I don't know how to do this.
- I don't think this is important for DLLs.
- I don't have the resources to do this (e.g., time, money, materials).
- I am not supported or allowed to do this in my program.

Beginning to Do This (check all that apply)

- I do this sometimes.
- I think this is important for DLLs.
- I am doing this, but it is not going well.
- I want to better understand what this is.
- I want to better understand how to do this.
- I need resources to do this better (e.g., time and materials).
- I need support from others to do this better (e.g., teachers, administrators, coach).

Doing Consistently (check all that apply)

- I do this regularly.
- I am confident that I am doing this well.
- I think this is important for DLLs.
- I help other educators do this.
- I am doing this in collaboration with the entire staff.
- I have the resources that I need to do this well (e.g., time and materials).
- I am supported to do this by others in my program (e.g., teachers, administrators).
- I have a coach/specialist who supports me regularly to do this.

Am I Doing This?

4. I incorporate books and visuals that are anti-bias in reflecting children's personal experiences, and community and cultural background.

Not Doing Yet (check all that apply)

- I don't know what this is.
- I don't know how to do this.
- I don't think this is important for DLLs.
- I don't have the resources to do this (e.g., time, money, materials).
- I am not supported or allowed to do this in my program.

Beginning to Do This (check all that apply)

- I do this sometimes.
- I think this is important for DLLs.
- I am doing this, but it is not going well.
- I want to better understand what this is.
- I want to better understand how to do this.
- I need resources to do this better (e.g., time and materials).
- I need support from others to do this better (e.g., teachers, administrators, coach).

Doing Consistently (check all that apply)

- I do this regularly.
- I am confident that I am doing this well.
- I think this is important for DLLs.
- I help other educators do this.
- I am doing this in collaboration with the entire staff.
- I have the resources that I need to do this well (e.g., time and materials).
- I am supported to do this by others in my program (e.g., teachers, administrators).
- I have a coach/specialist who supports me regularly to do this.

Am I Doing This?

5. I build warm, caring, attentive, and respectful relationships to foster a sense of belonging with children.

Not Doing Yet (check all that apply)

- I don't know what this is.
- I don't know how to do this.
- I don't think this is important for DLLs.
- I don't have the resources to do this (e.g., time, money, materials).
- I am not supported or allowed to do this in my program.

Beginning to Do This (check all that apply)

- I do this sometimes.
- I think this is important for DLLs.
- I am doing this, but it is not going well.
- I want to better understand what this is.
- I want to better understand how to do this.
- I need resources to do this better (e.g., time and materials).
- I need support from others to do this better (e.g., teachers, administrators, coach).

Doing Consistently (check all that apply)

- I do this regularly.
- I am confident that I am doing this well.
- I think this is important for DLLs.
- I help other educators do this.
- I am doing this in collaboration with the entire staff.
- I have the resources that I need to do this well (e.g., time and materials).
- I am supported to do this by others in my program (e.g., teachers, administrators).
- I have a coach/specialist who supports me regularly to do this.

Am I Doing This?

6. I set up quiet spaces for children to go to when they feel tired or want to be alone.

Not Doing Yet (check all that apply)

- I don't know what this is.
- I don't know how to do this.
- I don't think this is important for DLLs.
- I don't have the resources to do this (e.g., time, money, materials).
- I am not supported or allowed to do this in my program.

Beginning to Do This (check all that apply)

- I do this sometimes.
- I think this is important for DLLs.
- I am doing this, but it is not going well.
- I want to better understand what this is.
- I want to better understand how to do this.
- I need resources to do this better (e.g., time and materials).
- I need support from others to do this better (e.g., teachers, administrators, coach).

Doing Consistently (check all that apply)

- I do this regularly.
- I am confident that I am doing this well.
- I think this is important for DLLs.
- I help other educators do this.
- I am doing this in collaboration with the entire staff.
- I have the resources that I need to do this well (e.g., time and materials).
- I am supported to do this by others in my program (e.g., teachers, administrators).
- I have a coach/specialist who supports me regularly to do this.

Am I Doing This?

7. I ensure that the environment (e.g., centers and walls) is well-equipped with the right amount of stimulation (not too much or too little) to promote rich language interactions.

Not Doing Yet (check all that apply)

- I don't know what this is.
- I don't know how to do this.
- I don't think this is important for DLLs.
- I don't have the resources to do this (e.g., time, money, materials).
- I am not supported or allowed to do this in my program.

Beginning to Do This (check all that apply)

- I do this sometimes.
- I think this is important for DLLs.
- I am doing this, but it is not going well.
- I want to better understand what this is.
- I want to better understand how to do this.
- I need resources to do this better (e.g., time and materials).
- I need support from others to do this better (e.g., teachers, administrators, coach).

Doing Consistently (check all that apply)

- I do this regularly.
- I am confident that I am doing this well.
- I think this is important for DLLs.
- I help other educators do this.
- I am doing this in collaboration with the entire staff.
- I have the resources that I need to do this well (e.g., time and materials).
- I am supported to do this by others in my program (e.g., teachers, administrators).
- I have a coach/specialist who supports me regularly to do this.

Am I Doing This?

8. I use the environment to reinforce vocabulary learning (e.g., word walls, posters with labels, songs, and chants).

Not Doing Yet (check all that apply)

- I don't know what this is.
- I don't know how to do this.
- I don't think this is important for DLLs.
- I don't have the resources to do this (e.g., time, money, materials).
- I am not supported or allowed to do this in my program.

Beginning to Do This (check all that apply)

- I do this sometimes.
- I think this is important for DLLs.
- I am doing this, but it is not going well.
- I want to better understand what this is.
- I want to better understand how to do this.
- I need resources to do this better (e.g., time and materials).
- I need support from others to do this better (e.g., teachers, administrators, coach).

Doing Consistently (check all that apply)

- I do this regularly.
- I am confident that I am doing this well.
- I think this is important for DLLs.
- I help other educators do this.
- I am doing this in collaboration with the entire staff.
- I have the resources that I need to do this well (e.g., time and materials).
- I am supported to do this by others in my program (e.g., teachers, administrators).
- I have a coach/specialist who supports me regularly to do this.

Instructional Supports

Pedagogical Adaptations and Enhancements

Am I Doing This?

1. Anchor book: I select a storybook based on children's interests.

Not Doing Yet (check all that apply)

- I don't know what this is.
- I don't know how to do this.
- I don't think this is important for DLLs.
- I don't have the resources to do this (e.g., time, money, materials).
- I am not supported or allowed to do this in my program.

Beginning to Do This (check all that apply)

- I do this sometimes.
- I think this is important for DLLs.
- I am doing this, but it is not going well.
- I want to better understand what this is.
- I want to better understand how to do this.
- I need resources to do this better (e.g., time and materials).
- I need support from others to do this better (e.g., teachers, administrators, coach).

Doing Consistently (check all that apply)

- I do this regularly.
- I am confident that I am doing this well.
- I think this is important for DLLs.
- I help other educators do this.
- I am doing this in collaboration with the entire staff.
- I have the resources that I need to do this well (e.g., time and materials).
- I am supported to do this by others in my program (e.g., teachers, administrators).
- I have a coach/specialist who supports me regularly to do this.

Am I Doing This?

2. Vocabulary: I introduce three to five words per week from the selected book that are academically important and are based on children's language level.

Not Doing Yet (check all that apply)

- I don't know what this is.
- I don't know how to do this.
- I don't think this is important for DLLs.
- I don't have the resources to do this (e.g., time, money, materials).
- I am not supported or allowed to do this in my program.

Beginning to Do This (check all that apply)

- I do this sometimes.
- I think this is important for DLLs.
- I am doing this, but it is not going well.
- I want to better understand what this is.
- I want to better understand how to do this.
- I need resources to do this better (e.g., time and materials).
- I need support from others to do this better (e.g., teachers, administrators, coach).

Doing Consistently (check all that apply)

- I do this regularly.
- I am confident that I am doing this well.
- I think this is important for DLLs.
- I help other educators do this.
- I am doing this in collaboration with the entire staff.
- I have the resources that I need to do this well (e.g., time and materials).
- I am supported to do this by others in my program (e.g., teachers, administrators).
- I have a coach/specialist who supports me regularly to do this.

Am I Doing This?

3. Intentional message: I write a message to set the purpose of each lesson using the selected words.

Not Doing Yet (check all that apply)

- I don't know what this is.
- I don't know how to do this.
- I don't think this is important for DLLs.
- I don't have the resources to do this (e.g., time, money, materials).
- I am not supported or allowed to do this in my program.

Beginning to Do This (check all that apply)

- I do this sometimes.
- I think this is important for DLLs.
- I am doing this, but it is not going well.
- I want to better understand what this is.
- I want to better understand how to do this.
- I need resources to do this better (e.g., time and materials).
- I need support from others to do this better (e.g., teachers, administrators, coach).

Doing Consistently (check all that apply)

- I do this regularly.
- I am confident that I am doing this well.
- I think this is important for DLLs.
- I help other educators do this.
- I am doing this in collaboration with the entire staff.
- I have the resources that I need to do this well (e.g., time and materials).
- I am supported to do this by others in my program (e.g., teachers, administrators).
- I have a coach/specialist who supports me regularly to do this.

Am I Doing This?

4. Chants/songs: I use songs and chants that include the selected words several times a day.

Not Doing Yet (check all that apply)

- I don't know what this is.
- I don't know how to do this.
- I don't think this is important for DLLs.
- I don't have the resources to do this (e.g., time, money, materials).
- I am not supported or allowed to do this in my program.

Beginning to Do This (check all that apply)

- I do this sometimes.
- I think this is important for DLLs.
- I am doing this, but it is not going well.
- I want to better understand what this is.
- I want to better understand how to do this.
- I need resources to do this better (e.g., time and materials).
- I need support from others to do this better (e.g., teachers, administrators, coach).

Doing Consistently (check all that apply)

- I do this regularly.
- I am confident that I am doing this well.
- I think this is important for DLLs.
- I help other educators do this.
- I am doing this in collaboration with the entire staff.
- I have the resources that I need to do this well (e.g., time and materials).
- I am supported to do this by others in my program (e.g., teachers, administrators).
- I have a coach/specialist who supports me regularly to do this.

Am I Doing This?

5. Center Extensions: I plan center-based activities that support the anchor book, new vocabulary, intentional message, and chants/songs.

Not Doing Yet (check all that apply)

- I don't know what this is.
- I don't know how to do this.
- I don't think this is important for DLLs.
- I don't have the resources to do this (e.g., time, money, materials).
- I am not supported or allowed to do this in my program.

Beginning to Do This (check all that apply)

- I do this sometimes.
- I think this is important for DLLs.
- I am doing this, but it is not going well.
- I want to better understand what this is.
- I want to better understand how to do this.
- I need resources to do this better (e.g., time and materials).
- I need support from others to do this better (e.g., teachers, administrators, coach).

Doing Consistently (check all that apply)

- I do this regularly.
- I am confident that I am doing this well.
- I think this is important for DLLs.
- I help other educators do this.
- I am doing this in collaboration with the entire staff.
- I have the resources that I need to do this well (e.g., time and materials).
- I am supported to do this by others in my program (e.g., teachers, administrators).
- I have a coach/specialist who supports me regularly to do this.

Am I Doing This?

6. Enrichment Activities: I take children on virtual or in-person field trips that expand their knowledge of the theme.

Not Doing Yet (check all that apply)

- I don't know what this is.
- I don't know how to do this.
- I don't think this is important for DLLs.
- I don't have the resources to do this (e.g., time, money, materials).
- I am not supported or allowed to do this in my program.

Beginning to Do This (check all that apply)

- I do this sometimes.
- I think this is important for DLLs.
- I am doing this, but it is not going well.
- I want to better understand what this is.
- I want to better understand how to do this.
- I need resources to do this better (e.g., time and materials).
- I need support from others to do this better (e.g., teachers, administrators, coach).

Doing Consistently (check all that apply)

- I do this regularly.
- I am confident that I am doing this well.
- I think this is important for DLLs.
- I help other educators do this.
- I am doing this in collaboration with the entire staff.
- I have the resources that I need to do this well (e.g., time and materials).
- I am supported to do this by others in my program (e.g., teachers, administrators).
- I have a coach/specialist who supports me regularly to do this.

Am I Doing This?

7. I use movement, gestures, visual aids, and props when introducing new words with repetition and modeling.

Not Doing Yet (check all that apply)

- I don't know what this is.
- I don't know how to do this.
- I don't think this is important for DLLs.
- I don't have the resources to do this (e.g., time, money, materials).
- I am not supported or allowed to do this in my program.

Beginning to Do This (check all that apply)

- I do this sometimes.
- I think this is important for DLLs.
- I am doing this, but it is not going well.
- I want to better understand what this is.
- I want to better understand how to do this.
- I need resources to do this better (e.g., time and materials).
- I need support from others to do this better (e.g., teachers, administrators, coach).

Doing Consistently (check all that apply)

- I do this regularly.
- I am confident that I am doing this well.
- I think this is important for DLLs.
- I help other educators do this.
- I am doing this in collaboration with the entire staff.
- I have the resources that I need to do this well (e.g., time and materials).
- I am supported to do this by others in my program (e.g., teachers, administrators).
- I have a coach/specialist who supports me regularly to do this.

Am I Doing This?

8. Family Connection: One week before starting a new theme/unit, I share with families the book, new vocabulary, and song to preview the material to their child in their home language.

Not Doing Yet (check all that apply)

- I don't know what this is.
- I don't know how to do this.
- I don't think this is important for DLLs.
- I don't have the resources to do this (e.g., time, money, materials).
- I am not supported or allowed to do this in my program.

Beginning to Do This (check all that apply)

- I do this sometimes.
- I think this is important for DLLs.
- I am doing this, but it is not going well.
- I want to better understand what this is.
- I want to better understand how to do this.
- I need resources to do this better (e.g., time and materials).
- I need support from others to do this better (e.g., teachers, administrators, coach).

Doing Consistently (check all that apply)

- I do this regularly.
- I am confident that I am doing this well.
- I think this is important for DLLs.
- I help other educators do this.
- I am doing this in collaboration with the entire staff.
- I have the resources that I need to do this well (e.g., time and materials).
- I am supported to do this by others in my program (e.g., teachers, administrators).
- I have a coach/specialist who supports me regularly to do this.

Am I Doing This?

9. I implement appropriate modifications (activity steps, materials, and equipment as identified by specialists/ IEP, etc.) for DLL children with delays or disabilities.

Not Doing Yet (check all that apply)

- I don't know what this is.
- I don't know how to do this.
- I don't think this is important for DLLs.
- I don't have the resources to do this (e.g., time, money, materials).
- I am not supported or allowed to do this in my program.

Beginning to Do This (check all that apply)

- I do this sometimes.
- I think this is important for DLLs.
- I am doing this, but it is not going well.
- I want to better understand what this is.
- I want to better understand how to do this.
- I need resources to do this better (e.g., time and materials).
- I need support from others to do this better (e.g., teachers, administrators, coach).

Doing Consistently (check all that apply)

- I do this regularly.
- I am confident that I am doing this well.
- I think this is important for DLLs.
- I help other educators do this.
- I am doing this in collaboration with the entire staff.
- I have the resources that I need to do this well (e.g., time and materials).
- I am supported to do this by others in my program (e.g., teachers, administrators).
- I have a coach/specialist who supports me regularly to do this.

Am I Doing This?

10. I support DLL children's literacy development by focusing on both their home language and English.

Not Doing Yet (check all that apply)

- I don't know what this is.
- I don't know how to do this.
- I don't think this is important for DLLs.
- I don't have the resources to do this (e.g., time, money, materials).
- I am not supported or allowed to do this in my program.

Beginning to Do This (check all that apply)

- I do this sometimes.
- I think this is important for DLLs.
- I am doing this, but it is not going well.
- I want to better understand what this is.
- I want to better understand how to do this.
- I need resources to do this better (e.g., time and materials).
- I need support from others to do this better (e.g., teachers, administrators, coach).

Doing Consistently (check all that apply)

- I do this regularly.
- I am confident that I am doing this well.
- I think this is important for DLLs.
- I help other educators do this.
- I am doing this in collaboration with the entire staff.
- I have the resources that I need to do this well (e.g., time and materials).
- I am supported to do this by others in my program (e.g., teachers, administrators).
- I have a coach/specialist who supports me regularly to do this.

Effective Oral Language Interactions

Am I Doing This?

1. I listen and respond to what children say and expand/elaborate on their comments and interests. (adding more complexity that builds on each child's language level).

Not Doing Yet (check all that apply)

- I don't know what this is.
- I don't know how to do this.
- I don't think this is important for DLLs.
- I don't have the resources to do this (e.g., time, money, materials).
- I am not supported or allowed to do this in my program.

Beginning to Do This (check all that apply)

- I do this sometimes.
- I think this is important for DLLs.
- I am doing this, but it is not going well.
- I want to better understand what this is.
- I want to better understand how to do this.
- I need resources to do this better (e.g., time and materials).
- I need support from others to do this better (e.g., teachers, administrators, coach).

Doing Consistently (check all that apply)

- I do this regularly.
- I am confident that I am doing this well.
- I think this is important for DLLs.
- I help other educators do this.
- I am doing this in collaboration with the entire staff.
- I have the resources that I need to do this well (e.g., time and materials).
- I am supported to do this by others in my program (e.g., teachers, administrators).
- I have a coach/specialist who supports me regularly to do this.

Am I Doing This?

2. I allow children to codeswitch and use the speech patterns, intonations, and pronunciations that are used in the home and community (such as African American Vernacular or Spanglish)

Not Doing Yet (check all that apply)

- I don't know what this is.
- I don't know how to do this.
- I don't think this is important for DLLs.
- I don't have the resources to do this (e.g., time, money, materials).
- I am not supported or allowed to do this in my program.

Beginning to Do This (check all that apply)

- I do this sometimes.
- I think this is important for DLLs.
- I am doing this, but it is not going well.
- I want to better understand what this is.
- I want to better understand how to do this.
- I need resources to do this better (e.g., time and materials).
- I need support from others to do this better (e.g., teachers, administrators, coach).

Doing Consistently (check all that apply)

- I do this regularly.
- I am confident that I am doing this well.
- I think this is important for DLLs.
- I help other educators do this.
- I am doing this in collaboration with the entire staff.
- I have the resources that I need to do this well (e.g., time and materials).
- I am supported to do this by others in my program (e.g., teachers, administrators).
- I have a coach/specialist who supports me regularly to do this.

Am I Doing This?

3. I have frequent, long, and interesting conversations with children (during one-on-one and small group time)

Not Doing Yet (check all that apply)

- I don't know what this is.
- I don't know how to do this.
- I don't think this is important for DLLs.
- I don't have the resources to do this (e.g., time, money, materials).
- I am not supported or allowed to do this in my program.

Beginning to Do This (check all that apply)

- I do this sometimes.
- I think this is important for DLLs.
- I am doing this, but it is not going well.
- I want to better understand what this is.
- I want to better understand how to do this.
- I need resources to do this better (e.g., time and materials).
- I need support from others to do this better (e.g., teachers, administrators, coach).

Doing Consistently (check all that apply)

- I do this regularly.
- I am confident that I am doing this well.
- I think this is important for DLLs.
- I help other educators do this.
- I am doing this in collaboration with the entire staff.
- I have the resources that I need to do this well (e.g., time and materials).
- I am supported to do this by others in my program (e.g., teachers, administrators).
- I have a coach/specialist who supports me regularly to do this.

Am I Doing This?

4. I use language that contains adverbs, adjectives, and more complex vocabulary.

Not Doing Yet (check all that apply)

- I don't know what this is.
- I don't know how to do this.
- I don't think this is important for DLLs.
- I don't have the resources to do this (e.g., time, money, materials).
- I am not supported or allowed to do this in my program.

Beginning to Do This (check all that apply)

- I do this sometimes.
- I think this is important for DLLs.
- I am doing this, but it is not going well.
- I want to better understand what this is.
- I want to better understand how to do this.
- I need resources to do this better (e.g., time and materials).
- I need support from others to do this better (e.g., teachers, administrators, coach).

Doing Consistently (check all that apply)

- I do this regularly.
- I am confident that I am doing this well.
- I think this is important for DLLs.
- I help other educators do this.
- I am doing this in collaboration with the entire staff.
- I have the resources that I need to do this well (e.g., time and materials).
- I am supported to do this by others in my program (e.g., teachers, administrators).
- I have a coach/specialist who supports me regularly to do this.

Am I Doing This?

5. I point out similarities and differences in all languages (e.g., using cognates).

Not Doing Yet (check all that apply)

- I don't know what this is.
- I don't know how to do this.
- I don't think this is important for DLLs.
- I don't have the resources to do this (e.g., time, money, materials).
- I am not supported or allowed to do this in my program.

Beginning to Do This (check all that apply)

- I do this sometimes.
- I think this is important for DLLs.
- I am doing this, but it is not going well.
- I want to better understand what this is.
- I want to better understand how to do this.
- I need resources to do this better (e.g., time and materials).
- I need support from others to do this better (e.g., teachers, administrators, coach).

Doing Consistently (check all that apply)

- I do this regularly.
- I am confident that I am doing this well.
- I think this is important for DLLs.
- I help other educators do this.
- I am doing this in collaboration with the entire staff.
- I have the resources that I need to do this well (e.g., time and materials).
- I am supported to do this by others in my program (e.g., teachers, administrators).
- I have a coach/specialist who supports me regularly to do this.

Am I Doing This?

6. I promote peer-to-peer interactions (children talking to each other in pairs).

Not Doing Yet (check all that apply)

- I don't know what this is.
- I don't know how to do this.
- I don't think this is important for DLLs.
- I don't have the resources to do this (e.g., time, money, materials).
- I am not supported or allowed to do this in my program.

Beginning to Do This (check all that apply)

- I do this sometimes.
- I think this is important for DLLs.
- I am doing this, but it is not going well.
- I want to better understand what this is.
- I want to better understand how to do this.
- I need resources to do this better (e.g., time and materials).
- I need support from others to do this better (e.g., teachers, administrators, coach).

Doing Consistently (check all that apply)

- I do this regularly.
- I am confident that I am doing this well.
- I think this is important for DLLs.
- I help other educators do this.
- I am doing this in collaboration with the entire staff.
- I have the resources that I need to do this well (e.g., time and materials).
- I am supported to do this by others in my program (e.g., teachers, administrators).
- I have a coach/specialist who supports me regularly to do this.

Am I Doing This?

7. I plan center-based activities to extend learning (practice new words and concepts).

Not Doing Yet (check all that apply)

- I don't know what this is.
- I don't know how to do this.
- I don't think this is important for DLLs.
- I don't have the resources to do this (e.g., time, money, materials).
- I am not supported or allowed to do this in my program.

Beginning to Do This (check all that apply)

- I do this sometimes.
- I think this is important for DLLs.
- I am doing this, but it is not going well.
- I want to better understand what this is.
- I want to better understand how to do this.
- I need resources to do this better (e.g., time and materials).
- I need support from others to do this better (e.g., teachers, administrators, coach).

Doing Consistently (check all that apply)

- I do this regularly.
- I am confident that I am doing this well.
- I think this is important for DLLs.
- I help other educators do this.
- I am doing this in collaboration with the entire staff.
- I have the resources that I need to do this well (e.g., time and materials).
- I am supported to do this by others in my program (e.g., teachers, administrators).
- I have a coach/specialist who supports me regularly to do this.

Assessment of Language Development

Am I Doing This?

1. I assess children's learning in both languages.

Not Doing Yet (check all that apply)

- I don't know what this is.
- I don't know how to do this.
- I don't think this is important for DLLs.
- I don't have the resources to do this (e.g., time, money, materials).
- I am not supported or allowed to do this in my program.

Beginning to Do This (check all that apply)

- I do this sometimes.
- I think this is important for DLLs.
- I am doing this, but it is not going well.
- I want to better understand what this is.
- I want to better understand how to do this.
- I need resources to do this better (e.g., time and materials).
- I need support from others to do this better (e.g., teachers, administrators, coach).

Doing Consistently (check all that apply)

- I do this regularly.
- I am confident that I am doing this well.
- I think this is important for DLLs.
- I help other educators do this.
- I am doing this in collaboration with the entire staff.
- I have the resources that I need to do this well (e.g., time and materials).
- I am supported to do this by others in my program (e.g., teachers, administrators).
- I have a coach/specialist who supports me regularly to do this.

Am I Doing This?

2. When appropriate, I reach out to families and/or staff for support when assessing a child in their home language.

Not Doing Yet (check all that apply)

- I don't know what this is.
- I don't know how to do this.
- I don't think this is important for DLLs.
- I don't have the resources to do this (e.g., time, money, materials).
- I am not supported or allowed to do this in my program.

Beginning to Do This (check all that apply)

- I do this sometimes.
- I think this is important for DLLs.
- I am doing this, but it is not going well.
- I want to better understand what this is.
- I want to better understand how to do this.
- I need resources to do this better (e.g., time and materials).
- I need support from others to do this better (e.g., teachers, administrators, coach).

Doing Consistently (check all that apply)

- I do this regularly.
- I am confident that I am doing this well.
- I think this is important for DLLs.
- I help other educators do this.
- I am doing this in collaboration with the entire staff.
- I have the resources that I need to do this well (e.g., time and materials).
- I am supported to do this by others in my program (e.g., teachers, administrators).
- I have a coach/specialist who supports me regularly to do this.

Am I Doing This?

3. I have a screening process to identify when DLL children need to be referred for further in-depth evaluation.

Not Doing Yet (check all that apply)

- I don't know what this is.
- I don't know how to do this.
- I don't think this is important for DLLs.
- I don't have the resources to do this (e.g., time, money, materials).
- I am not supported or allowed to do this in my program.

Beginning to Do This (check all that apply)

- I do this sometimes.
- I think this is important for DLLs.
- I am doing this, but it is not going well.
- I want to better understand what this is.
- I want to better understand how to do this.
- I need resources to do this better (e.g., time and materials).
- I need support from others to do this better (e.g., teachers, administrators, coach).

Doing Consistently (check all that apply)

- I do this regularly.
- I am confident that I am doing this well.
- I think this is important for DLLs.
- I help other educators do this.
- I am doing this in collaboration with the entire staff.
- I have the resources that I need to do this well (e.g., time and materials).
- I am supported to do this by others in my program (e.g., teachers, administrators).
- I have a coach/specialist who supports me regularly to do this.

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